

**Teachers' Job Satisfaction and its Impacts on
their Performances in Implementation of
School Curriculum in Government
Secondary schools of Addis Ababa Region**

By

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Abstract

The Purpose of this survey study was to investigate the perceived level of teachers' satisfaction with some selected job facets and to determine the impact of teachers' level of satisfaction on their performances of some selected teaching and teaching related tasks. The study included 87 teachers (64 males and 23 females) from government secondary schools in Addis Ababa city Administration.

The instruments of the survey were developed from literature reviews, and experiences. Questionnaire was employed to assess teachers' level of job satisfaction and perceived level of job performances.

Statistical techniques such as reliability test, descriptive statistics, Pearson Product moment correlation coefficient and regression analysis were used for the analysis of data. These statistical analyses were carried out using SPSS. The result of the study revealed that teachers teaching in government secondary schools of Addis Ababa city were dissatisfied with their present salary and the society's view of teaching and teachers' and most satisfied with their co-workers and the work itself. The teachers were found to be averagely satisfied with the other job satisfaction variables measure in the study. Teachers' demographic characteristics have no such significant effect on teachers' level of job satisfaction and their level of job performances except sex and martial status have effects on some job performance variables.

Regarding teachers level of job performances both teachers and department heads perceived that teachers were less performing in the areas of lesson presentation and commitment for student learning and better performing in planning lessons and in their professional characteristics. The result of analysis from Pearson correlation coefficient indicted that teachers' perception of their own performances were found to be more related with their level of job satisfaction than the department head perceptions of teachers' level of job performances. The results from the regression analysis showed that satisfaction with colleagues, recognition and achievements in schools were found to be significant predictors of planning lessons. Teachers' satisfaction with working freedom and working conditions were found to significant predictors of teachers' level of lesson presentation; teachers' satisfaction with recognition was found to be significant predictor of teachers' management performances and teachers' satisfaction with colleagues and recognition were found to predictor of professionalism characteristics. But, all the overall models of the regression analysis were found to be significant predictors of job performances.

Chapter One

1. Introduction

1.1. Background of the study

There is no dispute over the determinant role of education in its contribution to economic, social, political, cultural and technological development of a country. This seems why many developing nations like Ethiopia are highly investing on the education sector (Yalokwu 2002, Barrow & Leu 2006) and (Addis Zemen News Paper 2009 referring Ethiopian Prime Minister). Although educational expansion received strong attention among many nations around the world, the quality of its provision has also been of a great concern (Barrow & Leu 2006).

In developing countries like Ethiopia where educational opportunities are highly expanding (Derebssa 1999, Tekeste 2006, Yalokwu 2002, Barrow & Leu 2006, and Addis Zemen News Paper 2009), the issue of quality of education should be considered both in terms of the quality of material and human resources inputs. The expanding of schools should be equipped with congruent quality of human and material resources.

Human resource is one of a crucial element of educational opportunity structures. Teachers constitute the important human resource element in any education. According to National Center for Education Statistics (NCES, 1997) a high quality teaching staff is the cornerstone of a successful educational system. NCES further suggests that one step in developing a high quality staff is understanding the factors associated with teaching quality and retention. Cockburn et.al (2004) also argues that attracting and retaining well motivated, able and intelligent graduates in teaching makes a difference in education system.

Teachers play a central role in the education process through implementing the designed curriculum to achieve the desired educational goals. However, successful implementation of the curriculum depends on favorable working conditions that bolster teachers' job satisfaction, career commitment and intention to remain in the profession (Irissappane 2006). Ololube (2005) also argues that job satisfaction and motivation are very essential

to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies in genuinely determining success and performance. The survey he carried out in Nigeria revealed that sources of job satisfaction seem to have a great impact on teaching performance. For improving productivity of human resources (teachers) it is necessary for the management to provide right working environment, adequate rewards, mutual trust and confidence (Aravazhi 2006).

Job satisfaction has been one of the most widely investigated areas of research in industrial psychology and business administration particularly in the western nations, with special emphasis being laid on the working classes (Muchinsky, 1987 and Alzaidi, n.d). Later on this research has moved in to the field of education with more concentration being placed on teaching sector (Alzaidi, n.d). The relevance of job satisfaction is very crucial to the long term growth of educational system around the world. According to Oshagbemi (1996) job satisfaction is an important subject because of its relevance to the physical and mental well being of employees. Thomas (1996) citing Travers and Cooper (1993) argued that teaching compared to other highly stressed occupation groups, experience lower job satisfaction and poor mental health. They further contended that teachers were reporting most pressure with lack of support from government particularly in the form of changes they have made in terms of their pace and implementation of curriculum. To Bame (1991) study of teachers' attitudes about their profession in the third world countries is very important and relevant because in these countries teachers are often in distressingly short supply as a result of inadequacy of trained personnel as well as teacher dropout.

Others like Feldman et.al (1983) argues that the attitude the people hold about their jobs and organizations in which they work is important for two reasons. First, how employees feel about their work is important in and of it self. Whether people find their work satisfying or frustrating, challenging or boring, meaningful or pointless is a strong personal concern. Second, managers are concerned about the impact of employees' attitude on performance and productivity.

Several studies have found out that job satisfaction influences the general life satisfaction and this can act as important influential factors for teachers' psychological health (Menlo 1990). Other studies such as (Menlo 1990) citing Kyriacou et.al 1978) have found that teachers with high satisfaction are likely to express less stress than teachers with less job satisfaction. In general, over the last two decades, many studies in developed countries have attempted to identify sources of teachers' job satisfaction and dissatisfaction by elementary and secondary school teachers.

Zembylas and Papanastasiou (2006) explain as the following when they emphasize the need for similar study of job satisfaction in developing countries.

“Most of the international studies on teachers' satisfaction have been conducted in developed countries; one realizes the need in the available literature for similar research in developing countries as well. The evidence available from education systems in developed countries identifies a complex picture in which job satisfaction is clearly related to complex factors of work and life in general within a particular social context. It is believed that teachers' satisfaction is produced, manifested and coped differently in different educational systems”.

This clearly indicates that the results of the studies carried out some where else, fore example; USA does not reflect the Ethiopian reality.

In Ethiopian context only a very few number of such studies were conducted focusing on teachers stress, teachers intention to leave teaching profession (Manna and Tesfaye 2000) and factors affecting teachers job satisfaction (Bonsa 1996 and Akalewolde 2004). These studies did not relate teachers' job satisfaction with the teachers classroom performances and the subject areas the teachers teach . These and other reasons necessitate the present study. The present study focused on teachers' job satisfaction and its impact on their teaching performances in implementing school curriculum at secondary schools of Addis Ababa city.

1.2. Statement of the Problem

Nowadays, teachers are expected to work harder than any other time. This is because we are living in intensely competitive world and in information technology era where teachers are expected to help their students acquire the necessary knowledge that help

them to fit to the dynamic world. To carry out their duties properly, teachers' should be motivated and satisfied with their job.

Job satisfaction is regarded as a very important issue within educational context, especially for teachers, who are the main agents in implementing the proposed curriculum.

This is because teachers' job satisfaction is connected with different aspects of their performances (Lumsden 1998).

Many studies have shown the importance of teachers' job satisfaction for teaching performances and quality of education in general.

According to Michaelowa (2002) teacher job satisfaction has a positive impact on education quality and therefore, education quality can be influenced by influencing teacher job satisfaction. Lumsden (1998) suggested that raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. NCES (1997) citing Ashton and Webb (1986) and Carnegie Task Force on teaching (1986) said that satisfaction with teaching as a career is important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement.

Lumsden (1998) citing Holt (1980) stated that low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of student.

Ninomiya and Okato(1990) contended that teachers who are not satisfied with the job have difficulty of giving plenty of opportunity for individualized student work, using a variety of approaches to gain interest and participation, making learning experiences relevant to the students' lives and concerns and giving special attention to developing students' thinking skills. Kremer-Hayon and Goldstein (1990) have also said that the expectation of deriving satisfaction from work is only natural, especially among professionals who have devoted years of study in order to qualified. According to them dissatisfaction with work often results in a tendency to be absent from work, in aggressive behavior, in inclination to leave the job or in psychological withdrawal from

work. They further said that a relatively large number of successful teachers leave teaching at an early stage in their careers. According to Kremer-Hayon and Goldstein (1990) citing (Lawler, 1973; Morris, 1982 and Kershaw, et.al 1989) in cases where dissatisfied teachers remain on the job, their dissatisfaction impairs their performances. Similarly, Sim (1990) suggested that the teaching profession is in a serious jeopardy if majority of its members are dissatisfied with the job of teaching /and or don't regard matters to their work as being of central concern. It would, therefore, be useful to ascertain what factors are associated with teachers' job satisfaction.

The above studies clearly indicate that, of course, teachers' job satisfaction is important in itself its connection with some other organizational behaviors like absenteeism, turnover, student learning, motivation, commitment and job performance makes it even more important.

In Ethiopian context, although the government has pointed out the shortage of qualified teachers and working toward filling the gap (ESPDII 2004, ETV 2009), little has been made to retain and satisfy the needs of existing teachers.

Research studies like (Akalewolde 2004, Manna and Tesfaye 2000) and experience tell us that qualified teachers are leaving the teaching profession and some others are remaining dissatisfied in the profession. This tendency would decrease the number of qualified teaching staff of the schools and could impair the teaching performances.

It is appreciable in that the existing teachers have been given in-service training (ESDP II 2004, UNESCO 2001) because it would equip them with the necessary knowledge for implementing the curriculum and also would increase their motivation and satisfaction toward the job. But, provision of in-service training is only one component towards motivating teachers to their job and satisfying about their job.

It is clear that Ethiopia is showing promising achievements in its school expansion and in producing huge number of teaching staff in a way that balance the school expansion. But, this great gain during the last one and half decades is being over shadowed by the declining quality of education.

Speaking on 60th year's anniversary of Ethiopian Teachers' Association, (March 1, 2009), the Prime Minister has expressed his great concern about the declining quality of

education with encouraging achievements being obtained in expansion of schools. On this Public speech the prime Minister has emphasized and called for coordination of stakeholders in order to bring about quality education. This recommendation is still a step forward in obtaining quality education and also in producing teachers' motivation and satisfaction. But, this alone may not solve the prevailing problems of educational quality of the country.

Undoubtedly teachers make a lion share in providing quality education. They are the one who put educational reforms in to practice. But, most of the time the educational reform proposals forget or overlook teachers satisfaction and motivation. To carry out their duties properly teachers should be motivated, feel ownership and commitment about the job. The contribution of teachers' job satisfaction to their motivation, ownership and commitment should not be overlooked because it is strongly linked to these behaviors (Hoy and Miskel 2005).

Therefore, it is important to investigate factors that would influence secondary school teachers' job satisfaction and its effect on their teaching and teaching related school performances. The researcher is interested in secondary schools teachers' job satisfaction and teachers' performance mainly because secondary level education is an important point where students' fate of University entrance is determined and huge human resource is sought to be produced.

Research Questions

The specific questions addressed in the present study include the following:

1. What are the factors influencing teachers' job satisfaction?
2. Are there any significant differences in teachers' perceptions about the facets of job satisfaction based on their personal characteristics?
3. Are there any significant differences in teachers' perceptions about the job performances variables based on their personal characteristics?
4. Is their any relationship between teachers and department heads perception about teachers' job performances?
5. What is the relationship between teachers' job satisfaction facets and job performance variables in implementing school curriculum?

1.3. Objectives of the Study

The general objectives of this study were to investigate and explain secondary school teachers' job satisfaction based their needs satisfaction and its impact on their performances in implementing school curriculum in Addis Ababa city.

Specifically, the study has the following objectives:

- Identify and describe factors that would influence teachers' job satisfaction
- Describe the relationship between personal characteristics variables and teachers' level of job satisfaction
- Describe the relationship between teachers' personal characteristics and their level of job performances in implementing school curriculum
- To measure the relationship between teachers' job satisfaction and the level of job performance variables.
- Forward possible intervention in the light of the findings

1.4. Significance of the study

In Ethiopian context research study undertaken on the subject of teachers' job satisfaction and its impact on their performance is minimal.

Thus, the contribution of the present study will be very important in many ways. It serves the following:-

- Enrich available literature on the topic
- Supply useful information in making policy decisions at regional level (region 14) regarding secondary school teachers recruitment, retention and management of human resource.
- Provide teachers with important feedback about their teaching performances.
- Uncover the effect of teachers' job dissatisfaction (if any) on teachers' job performance.

1.5. Delimitation of the Study

Job satisfaction-job performance relationship is a complex subject which involves different attitudinal and behavioral variables. Hence its investigation requires more time, money and more human power.

The present survey was restricted only to Addis Ababa City Administration. In Addis there are many different kinds of schools with different grade levels.

Would it be possible to include more samples of teachers from all levels of the schools and include more number of schools and more different types of schools in Addis such as private schools, public schools, missionary schools and others, the result of the study will better show the holistic picture of the problem in the region. But, because of the time and financial constraints as well as shortage in human power it was not feasible for the researcher to include the different schools levels and the different kinds of schools in the city. Thus, the study was delimited to only 10 government secondary schools teachers' job satisfaction and its impacts on their performances in implementing school curriculum in Addis Ababa City. The present study was also delimited with respect to secondary school teachers' job satisfaction and its impacts on their school performances.

1.6. Limitation of the study

The study dealt with teachers' job satisfaction and its impacts on their performances in teaching and teaching related tasks. The researcher was interested to obtain the teachers teaching performances from the teachers themselves and from the department heads of the teachers. The process required the willingness of the teachers to fill the job satisfaction questionnaires and self ratings of their performances and willingness of the department heads to rate their respective teachers. This process was time taking and it forced the researcher to be limited to consider only a few number of teachers' sample. The study was also limited in that one kind of instrument; questionnaire, was employed to gather data from the respondents mainly due to time constraint to conduct interview and classroom observation and students and students' parents were not involved in rating the teachers ' school performances to make the data collection and its analysis manageable within the given time frame.

1.7. Operational definition of terms

Performance: the act of carrying out or accomplishing something.

Teachers' job performance: Refers to what teachers are doing in their classroom and out of class in the school or outside school to achieve the objectives of the curriculum.

Teachers' performances in implementation of school curriculum: refers to what teachers are doing in their classroom or out of class to put the developed curriculum in to practice. It is the act of putting the designed curriculum in to practice.

Job satisfaction: refers to affective response of employee to his/her job or the degree to which individuals feel positive (like) or negative (dislike) about their job. It describes how content an individual is with his /her job.

Teachers' job satisfaction: refers to how teachers feel (positive or negative) about various aspects of their job or it simply indicates whether the teachers do or don't like their job or it indicates whether they are happy or unhappy with their present job.

Secondary Schools: refers to the level of education in Ethiopian education system that covers grade 9-12 educational structure.

Chapter Two

2. Review of Related Literatures

2.1. The concept of Job Satisfaction

According to Spector (2000) job satisfaction is undoubtedly the most studied variable in organizational and industrial psychology. The reason for the extensive studies of the matter was to find the causes and the consequences of it (Spector 2000). Cole et al (nd) citing Harter, Schmidt, and Hayes (2000) observed more than 7,855 articles published on job satisfaction between the years 1976 and 2000. The subject has got the attention of the scholars and practitioners since the Hawthorne studies of the 1920s and 1930s (Saari & Judge 2004). After the Hawthorne studies, researchers began taking a critical look at the notion that a “happy worker is a productive worker”. It is the notion that work place attitudes such as job satisfaction might be positively related with job performance which continues to intrigue scholars towards the variable.

The different literatures define job satisfaction in different ways but they are conceptually related. To Spector (2000) job satisfaction is an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them. In simple terms, job satisfaction is the extent to which people like their job; job dissatisfaction is the extent to which they dislike them. According to Muchinsky (1987) job satisfaction is an emotional affective response. Affect refers to feelings of like or dislike. Therefore, job satisfaction is the extent to which a person derives pleasure from a job. To Vroom (1964) job satisfaction and job attitudes refer to affective orientation on the parts of the individuals toward work roles which they presently occupying. According to him positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction.

Vroom (1964) citing Likert & Willits relates the term morale to the concept of attitude and satisfaction. They define morale as an individual’s mental attitudes towards all features of his work and towards all of the people with whom he works.

In the present study teachers’ job satisfaction refers to teachers’ positive or negative feelings about their job.

There have been two approaches of the study of job satisfaction- the global approach and the facet approach. The global approach treats job satisfaction as a single, overall feelings towards the job. It is an overall feeling of liking for a job ranging from very low to very high. The alternative approach is to focus on job facets or the different aspects of the job, such as pay, coworkers, supervision, the work itself and work place conditions.

According to Spector (2000) the facet approach permits a more complete picture of job satisfaction. An individual typically has different levels of satisfaction with the various facets. One might be very dissatisfied with pay but at the same time be very satisfied with the work itself and supervision. The present study considers the facets of job satisfaction in dealing teachers job satisfaction.

2.2. Theories of Job Satisfaction

Several theories have been proposed to explain why people are satisfied with their jobs; that means multiple theories have been proposed to explain a single phenomenon, job satisfaction. According to Muchinsky (1997) none of these theories have generated a great deal of empirical confirmation, which suggests that job satisfaction is a complex phenomenon with many causal bases and that no one theory to date has been successfully incorporating all of them.

For the purpose of the present study three relevant theories will be presented as follows.

2.2.1. Maslow's Need Hierarchy Theory

Abraham Maslow developed the Hierarchy of Needs model in 1940-50's USA, and the Hierarchy of Needs theory remains valid today for understanding human motivation, management, training, and personal development (www/businessballs.com). Indeed, Maslow's ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfill their own unique potential (self-actualization) are today more relevant than ever(www/businessballs.com).

Human needs and motivations are key elements in determining how individuals behave in organizations (Hoy& Miskel 2005). According to them individuals working in organizations are always concerned about fulfilling their needs in the course of doing their jobs.

Maslow puts these human needs in to five categories which are arranged in a hierarchical order: the physiological needs; safety and security needs; belonging, love and social needs; esteem needs, and self actualization needs.

The physiological needs consist of such fundamental biological functions as hunger, thirst, sex, clothing, shelter, etc.

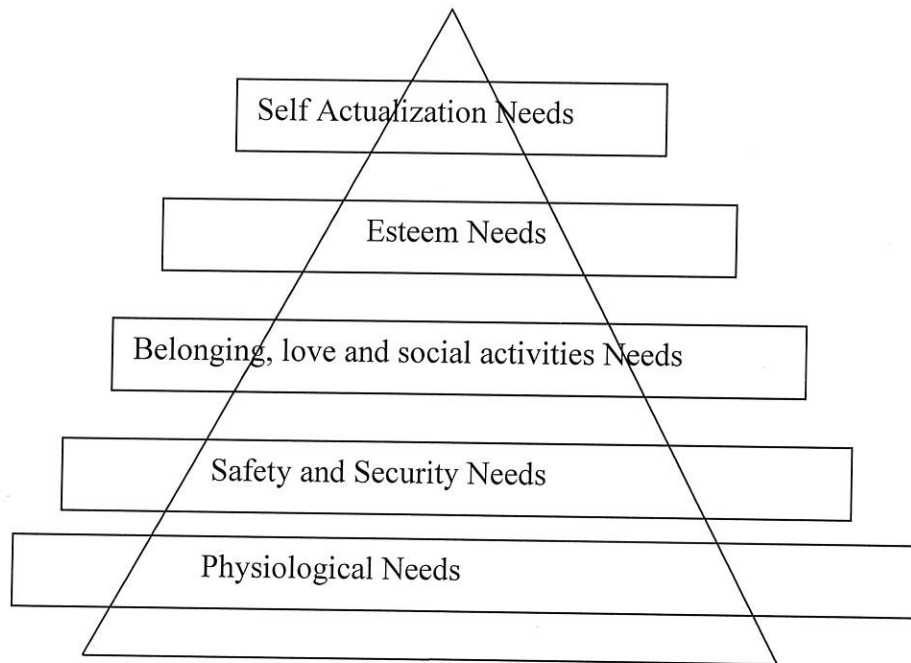


Fig. 1. Maslow's Hierarchy of Needs (Adapted from Hoy and Miskel 2005)

The second level of Maslow's need hierarchy is safety and security needs. This is a desire for a peaceful smoothly running, stable society. It is a need for structure, law, order, and limits. It includes protection against danger and threat, freedom from fear, and anxiety.

According to Hoy and Miskel (2005) the belonging, love and social needs are extremely important in modern society. Maslow contends that maladjustment stems from frustration of these needs. These needs include satisfactory associations with others, belonging to groups, and giving and receiving friendship and affection.

The fourth level, esteem needs, of Maslow's need hierarchy is the desire to be highly regarded by others. It includes the need for achievement, competence, status, recognition, prestige, appreciation, etc.

Self actualization needs are needs for realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

2.2.2. **Two-Factor Theory (Motivator-Hygiene Theory)**

Two factor theory also known as motivator–hygiene theory was constructed by Herzberg , et al (1959). The theory states that satisfaction and dissatisfaction are driven by different factors- motivation and hygiene factors respectively.

The motivation factors also known as content factors or intrinsic factors are those aspects of the job that makes people want to perform, and provide them with satisfaction. These factors include achievement, work itself, responsibility, recognition, and promotion opportunity.

According to Herzberg , et.al (1959) job aspects relevant to hygiene factors also known as extrinsic or context factors are pay, supervision, coworkers and working conditions.

According to this theory when a job provides intrinsic factors the employee will feel satisfied at work but when these factors are absent from a job the employee will not be dissatisfied but will feel neutral or indifferent. Alternatively when a job provides a lot of extrinsic factors an employee will not feel satisfied but feel neutral or indifferent towards the job. But when extrinsic factors are absent from a job the employee will feel dissatisfied.

Herzberg et al (1959) argues that job satisfaction and dissatisfaction are separate and unrelated constructs rather than opposite ends of the same continuum. Intrinsic factors can lead to satisfaction but their absence can lead only to lack of satisfaction and not dissatisfaction. Extrinsic factors can lead to dissatisfaction but their absence can also produce lack of dissatisfaction than satisfaction.

According to Muchinsky (1987) the Herzberg 's theory has been criticized by two points. The first is the method of data collection. Herzberg assumed that those interviewed could and would accurately report the conditions that made them satisfied or dissatisfied with their jobs. Unfortunately when a person describes something favorable, there is a tendency to attribute it to the person's own accomplishment and conversely, in describing an unpleasant experience, a person is more apt to blame others rather than accept the blame personally.

The second major criticism came from Ewen et al (1966) and Wernimont (1966). The studies by these persons have failed to replicate Herzberg 's findings. Their studies have shown that both intrinsic and extrinsic factors contribute to both satisfaction and dissatisfaction.

2.2.3. Intrapersonal Comparison theory (Affect Theory)

This theory of job satisfaction compares what a person wants (the standard) with what he or she receives. According to Muchinsky (1987) citing (McCormick and Ilegen 1980) the most widely accepted view of job satisfaction assumes that the degree of affect experienced by an individual results from some comparison between the individual's standard and that individual's perception of the extent to which the standard is met. The smaller the difference between what one wants and what he or she receives the greater the feeling of satisfaction and the larger the difference the more feeling of dissatisfaction. The theory is called intrapersonal because the comparison occurs within each individual. Similarly for Menlo et al (1990) citing Locke (1976) job satisfaction is a function of the perceived relationship between what one wishes to get from a job and what one receives the job is offering.

According to Muchinsky (1987) some researchers believe that the standard which the theory refers to is human needs and others believe that the standard is derived from human values rather than needs.

Needs are classified in to physical needs (air, water, food) and psychological needs (stimulation, self esteem, pleasure). A satisfying job would fulfill the basic psychological needs (e.g. adequate income) and provide self esteem and recognition.

Values are what a person desires or seeks to attain and acquire over time. All people have the same basic needs, but differ in what they value. Values determine the choice people make as well as their emotional responses to those choices. A satisfying job would then provide an opportunity to attain valued outcomes.

2.3. Motivating and satisfying teachers through Job design

Job design ,also referred to as job redesign refers to any set of activities that involve the alteration of specific jobs or interdependent systems of jobs with the intent of improving the quality of employee job experience and their –on-the job productivity. It is changing the content and/or process of a specific job to increase job satisfaction and job

performance (Kinicki & Kreitner 2006). The Mechanistic Approach; Taylorian Scientific Management approach, of job design has increased productivity but produced dissatisfaction, mental poor-health and higher level of stress (Muchinsky 1987, Spector 2000, Hoy & Miskel 2005, and Kinicki & Kreitner 2006). This led employers to look for another system of job design called motivational approaches of job design.

Motivational Approaches

Motivational approaches attempt to improve employees' affective and attitudinal reactions such as job satisfaction and intrinsic motivation as well as a host of behavioral outcomes such as absenteeism, turnover and performance.

According to (Kinicki & Kreitner 2006, Spector 2000 and Muchinsky 1987) there are three key motivational techniques of job redesign.

1. Job enlargement

This involves putting more variety into a workers' job by combining specialized tasks of comparable difficulty. Some call this horizontally loading the job. It gives employees additional tasks of similar difficulty, so that they can experience varieties of jobs.

2. Job enrichment

This is the practical application of Herzberg's motivator-hygiene theory of job satisfaction. It entails modifying a job such that an employee has an opportunity to experience achievement, recognition, stimulating work, responsibility, and advancement. These characteristics are incorporated into a job through vertical loading. Rather than giving employees additional tasks of similar difficulty (horizontal loading), vertical loading consists of giving workers more responsibility. In other words, employees take on chores normally performed by their supervisors.

3. The job Characteristic model

According to Spector (2000) job characteristics model refers to the content and nature of job tasks themselves. It is a theory proposed by Hackman & Oldham (1975) to explain how job influence attitudes and behaviors. To Hackman and Oldham (1975) any job can be described by five core dimensions which induce three critical psychological states which again in turn produces affective reactions to the job.

The five core dimensions of job characteristics model are skill variety, task identity, task significance, autonomy and task feedback (Hackman & Oldham 1975).

According to authors the five core dimensions are explained as follows:

Skill variety is the degree to which the job involves a range of activities and talents.

Task identity refers to the degree to which a worker completes a particular job from the beginning to the end with a visible outcome.

Task significance refers to the extent to which the job has a substantial impact on the lives or works of other people.

Autonomy is the degree to the job provides freedom, independence and discretion to the worker in the planning and execution of tasks.

Feedback refers to the extent to which clear and direct information is provided to the worker about the effectiveness of his/her performance.

According to Hackman & Oldham (1975) the five core dimensions of job characteristics model produce the critical psychological states called experienced meaningfulness of the work, experienced responsibility for work outcomes and knowledge of results.

Experienced meaningfulness of the work refers to the degree to which the employee experiences the job as one which is generally meaningful, valuable and worthwhile.

Experienced responsibility for work outcomes refers to the degree to which the employee feels personally accountable and responsible for the result of the work he/she does.

Knowledge of actual result is the extent to which the employee knows and understands, on continues basis, how effectively he/she is performing the job.

The critical psychological states, according to Hackman & Oldham (1975), influence personal and work outcomes. The personal outcomes of the critical psychological states are general satisfaction, specific satisfaction and internal work motivation.

General satisfaction is an overall measure of the degree to which the employee is satisfied and happy with the job. Specific satisfactions are a number of short scales provide separate measures of satisfaction with pay, job security, coworkers, supervision and opportunity for growth and development. Internal work motivation refers to the degree to which the employee is self motivated to perform effectively on the job.

In general, according to Hackman & Oldham (1975) the presence of the three critical psychological states results in high internal motivation, high work motivation, high quality of performance and low absenteeism and turnover.

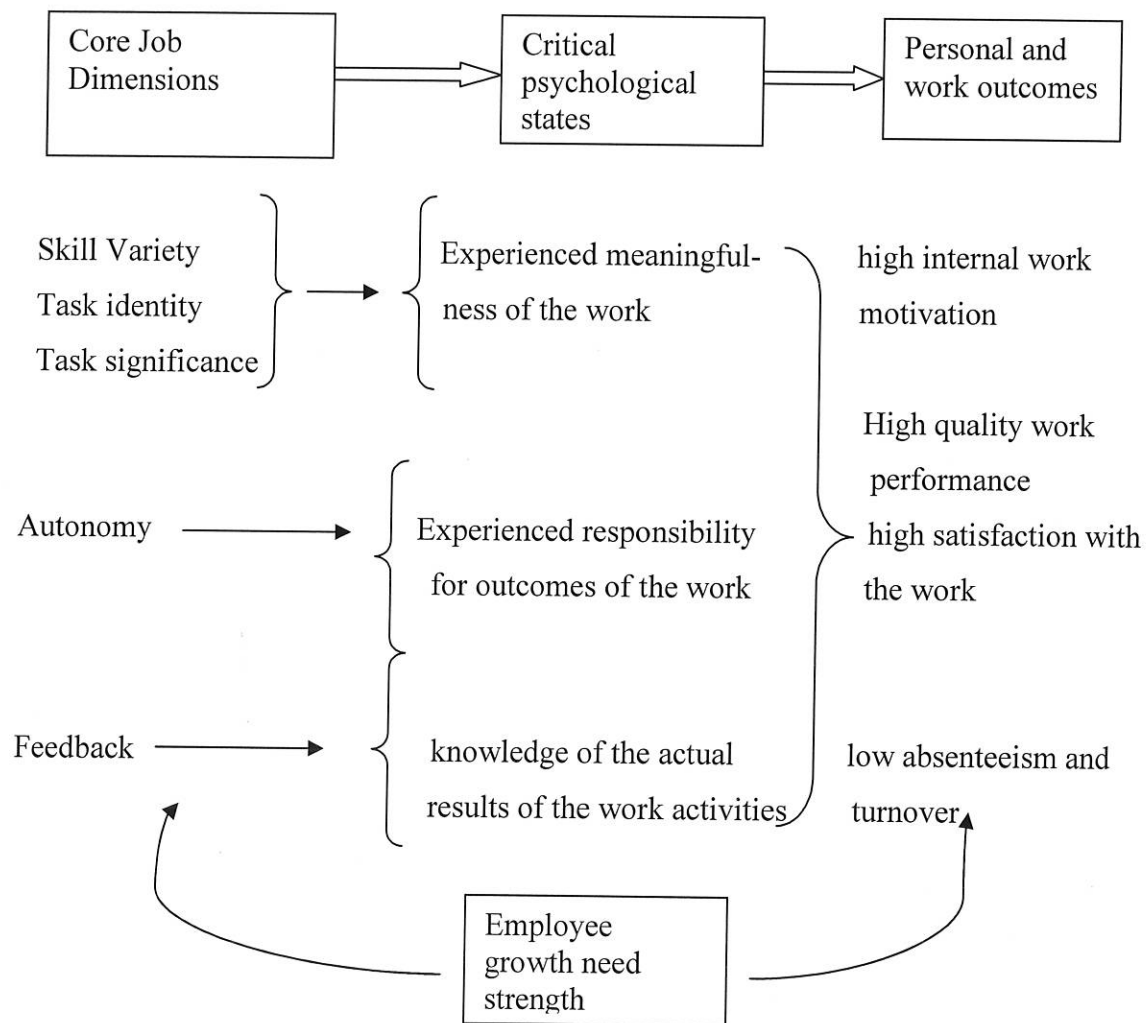


Fig. 2. A theoretical model relating the core job dimensions, the critical psychological states, and on the job outcomes (as moderated by employee growth need strength). Adapted from Hackman & Oldham (1975); *Journal of app. Psy.* Vol.60. Pp159-170.

2.4. Job Satisfaction-Job performance Relationship

After the Hawthorne studies of the 1930s researchers began taking a critical look at the notion that a happy worker is a productive worker (Saari & Judge 2004). As Muchinsky (1987) the job satisfaction-performance relationship is one of the most intriguing and often studied topics in industrial psychology. According to him the reason for increasing interest toward the topic is because people would like employees to be both happy and

productive. Although many research studies were undertaken on the relationship between job satisfaction and job performance no substantial relationship between the two variables was obtained for long. Petty et al (1984) said that job satisfaction-job performance relationship is perhaps the most controversial issue that has been evolved from decades of research on employee attitudes and employee behaviors. So, according to Petty at present the nature of the relationship between job satisfaction-job performances is unclear. Saari & Judge (2004), Spector (2000), and Muchinsky (1987) citing Iaffadano & Muchinsky (1985) suggested that the statistical correlation between job satisfaction and job performance was .17. From this finding the authors of the review concluded that the presumed relationship between job satisfaction and job performance was a “management fad” and “illusory”. However, further research does not agree with this conclusion. Saari & Judge (2004) citing Organ (1988) suggests that the failure to find the relationship between job satisfaction and job performance is due to the narrow means often used to define job performance. According to Organ when performance is defined to include important behaviors such as organizational citizenship behaviors its relationship with the job satisfaction improves.

Cole, E. & Cole, S. (nd) citing Ostroff's (1992) study of a sample of 364 schools, who investigated the relationship between employees' attitudes and organizational performance, found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as student academic achievement and teacher turnover rates. According to Ostroff across 12 organizational performance indexes, the magnitudes of the correlations between teacher satisfaction and performance ranged from .11 to .54, with a mean of .28.

A more recent comprehensive review of 312 studies by Judge et.al (2001) found the average correlation between job satisfaction and job performance is a higher .30. According to the authors the relationship between the two variables is even stronger for professional jobs.

Another important controversial question about the relationship between job satisfaction and job performance is the direction of the relationship between the two variables.

There are three major view points about how they are related (Petty, McGee & Cavender 1984; Schermerhorn, Hunt & Osborn 1994 and Vroom 1964).

These are (1) satisfaction causes performance (2) performance causes satisfaction (3) the moderator approach

Satisfaction causes Performance

This view point posits a causal effect of job satisfaction on job performance. According to Petty et.al (1984) citing Filly et.al (1976) and Schwab et.al (1970), this position has its roots in human relations theory, which emerged from the Hawthorne studies of the late 1920s and early 1930s. Vroom (1964) stated that “it was typically assumed by most people connected with human relations movement that job satisfaction was positively associated with job performance. In fact human relations might be described as an attempt to increase productivity by satisfying the needs of the employees” (p.181).

According to Judge et.al (2001) the most prominent theme of this model is the premises that attitudes lead to behavior and most attitude researchers assume that attitudes carry with them behavioral implications.

There are two major review of the satisfaction causes performance literature with similar negative conclusions.

According to Vroom (1964) and Petty et. al (1984) the first extensive literature review, including 50 studies was the one published by Brayfield and Crockett (1955) .The reviewers concluded that there was little evidence of any simple or appreciable relationship between employee attitudes and effectiveness of their performance.

Vroom (1964) reviewed 20 studies relating satisfaction and performance that had been conducted between 1949 and 1963 and found correlation ranging from $-.31$ to $.86$ with a median correlation of $.14$. Vroom concluded that the relatively low correlations held for both individuals and group level analyses and that they were consistent regardless of the performance criteria used.

Judge et.al (2001) citing Eagly and Chaiken (1993) concluded that, “in general, people who evaluate an attitude object favorably tend to engage in behaviors that foster or support it and people who evaluate an attitude unfavorably tend to engage in behaviors

that hinders or oppose it". Following this logic, attitudes toward the job should be related to behaviors on the job, the most central of which is performance on the job.

Performance Causes Satisfaction

According to Judge et. al (2001) this theoretical position is derived from the assumption that performance leads to valued outcomes that are satisfying to individuals. Expectancy based theories generally stipulate that satisfaction follows from the reward produced by performance (Nayler, Pritchard, & Ilgan 1980 cited in Judge 2001) and (Vroom 1964).

According to Petty et al (1984) the principal proponents of this position were Lawler & Porter (1967) by arguing that performance would lead job satisfaction through the provision of intrinsic and extrinsic rewards. More briefly they argued that good performance may lead to rewards which in turn lead satisfaction.

The Moderator Approach

The moderator approach assumes that satisfaction-performance is related under certain conditions.

To Vroom (1964) predicting the relationship between job satisfaction and job performance is no simple problem. There are probably many factors affecting the magnitude and direction of the relationship in any given situation. According to him correlation between these variables are affected by any effects of satisfaction on performance, any effects of performance on satisfaction, and uncontrolled variables.

According to Judge et.al (2001) and Petty et.al (1984) this view point is by far the most common means of investigating the job satisfaction–job performance relationship. Judge et.al (2001) pointed out that the most frequently investigated moderator is reward contingency. Numerous studies have hypothesized that job performance should affect job satisfaction only to the extent that people are compensated based on their performance. The logic of this argument is that assuming pay is valued by employees, high performance should be satisfying (or low performance is dissatisfying) to the extent pay is linked to performance.

Other moderator variables mentioned in Judge et al (2001) than pay are self esteem, organizational tenure, cognitive ability need for achievement, career stage, pressure for performance and so on.

2.5. Teaching as a profession

The issue of whether teaching a profession or not is a controversy. Some claim teaching has not achieved true professional status and is, at best, a semiprofessional. According to Sadker (2003) the critics who hold this position support their view point by stating the short preparation time needed for becoming a teacher and the employment of teachers with little or no training in some programs. Others who claim that teaching has earned full professional status assert that it is one of the most noble of occupations (Sadker 2003). This group argues that its knowledge and research base is growing, and a number of colleges and universities now require more study (many years) to meet minimum teacher education requirements.

According to Hoyle (1994), sociologists generated a list of putative criteria which were allegedly fully met by the undisputed professionals, but met to a lesser extent by occupations termed “semi” or “quasi” professions. Teaching is usually classified as a “semi profession”. To him the ideology which underpins an occupation’s quest for professionalization tends to entail the assumption that, in meeting the criteria to an increased degree, the quality of service provided by the occupation will be enhanced. Although this may normally be the case, it cannot be taken as self-evident.

According Hoyle (1994), to the issues of teaching as a profession can be organized around five criteria of a profession:-

Social function-functionalists argue that unlike medicine, law and others education is less central to the need of society. But, the importance of education and, hence teaching, to the well-being of society as a whole is sufficiently self-evident.

Knowledge- the critics of teaching as a profession are skeptical about teachers’ application of the theory they acquired during training. This leads to the conclusion, “teaching is no more than an experience-based skill with a limited set of precepts”.

Practitioner autonomy- the other point of debate on teaching as a profession is the practitioner autonomy. According to the critics teaching is not autonomous occupations and they claim that teacher’s autonomy is limited by the administrators.

Collective Autonomy- according to the critics of teaching as a profession teachers have no control over educational polices; they are expected to carry out educational polices laid by government.

Professional Values- critics of teaching as a profession assert that teaching lacks professional values like client centeredness. According to them client centeredness among teachers is difficult to determine because teachers have multiple clientele-pupils, parents and the state.

2.6. Factors Affecting Teachers' Job Satisfaction

Finding out exactly what makes people feel satisfied or dissatisfied about their job is difficult as many factors are available to effect it and also because different individuals may have different feelings about a given variable(Kornhauser 1965, Muchinsky 1987). According to Muchinsky (1987) citing Locke(1976), since job is a complex interrelationship of tasks, roles , responsibilities, interactions, incentives, and rewards, understanding of job attitudes requires the job to be analyzed in terms of its constituent elements; job facets.

In this section some selected major factors which would affect teachers' job satisfaction will be reviewed.

Teachers' background Characteristics

Several studies have dealt with the relationship between job satisfaction and such personal characteristics as age, sex, work experience, educational level, & martial status. Studies by Muchinsky (1987), Spector (2000), Wisniewski (1990) and Akalewode (2004) found that job satisfaction is positively related with age and work experience, i.e. job satisfaction increases as age and work experience increase. According to the authors the relationship between job satisfaction and these personal variables is far more consistent for global than for facet satisfaction.

Research results on the relationship between job satisfaction and gender is inconsistent. Some studies report that males are more satisfied than females, others report the opposite and still others report no difference.

The study result by Akalewolde (2004), Irissappane (2006), Sargent & Hannum (2003) indicate that females teachers are more satisfied than males. On the other hand Muchinsky (1987), citing Suruser and York (1978), said that males are more satisfied than females on their jobs.

Other studies like Bush et al (1987), Witt & Nye (1992), Greenhaus, Parasuraman & Wormly (1990) cited in Spector (2000) found no significant gender difference in their studies.

Educational level was found to inversely relate with job satisfaction, i.e. the higher educational level the lower feelings of job satisfaction (Akalewolde, 2004; Vroom, 1964).

Therefore, it is important to consider personal characteristics variables in studying job satisfaction because majority of the research findings on the matter don't reflect Ethiopian context and the results are also inconsistent.

Salary

There is no doubt on the determinant role of pay on people's attitude towards their job. Several studies have shown the impact of monetary on employee job satisfaction.

According to William, McDaniel & Nguyen (2006) employees' satisfaction with their pay has always been of primary concern to employees as well as employers. These authors found strong relationship between pay satisfaction and employee attitudes like job satisfaction. Rice, Philips & McFarlin (1990) found a correlation of .50 between pay and job satisfaction in a sample of mental health professionals holding the same jobs.

Similar empirical evidence by Wisniewski (1990) has shown that there exists strong relationship between pay and teachers' job satisfaction in Poland. Vroom (1964), Kelsall et. al (1969) and Bame (1991) have also found strong relationship between the amount of pay and job satisfaction

In Ethiopian context Akalewolde (2004) And Bansa (1996) have found that teachers in Addis Ababa, government ,private and public schools, are dissatisfied with their pay and this is of course is in consistent with the results of the studies carried out else where around the world. Thus, consideration of pay in the present study is vital especially because the results of the previous studies should not be trusted as the cost of living is changing overnight and monetary problems are storming the world.

Social respect

According to Vroom (1964) a person's occupation influences the way in which other people respond to him/her outside the work situation. As reported by Warner, Meeker, and Ells (1949) in Vroom (1964) there is strong correlation (.91) between an individual's

status and the status of his/her occupation. Bame (1991) has also pointed out that one of the main sources of teachers' job dissatisfaction in Ghana is low social status or low prestige of teachers' profession.

Hills and Dawns (1961) cited in Kelsall et. al (1969) conducted empirical study on university students in USA regarding their perception to the different professions and found that no one thought teaching most likely give them social status and prestige and none admitted to requiring this of their chosen career. Tali (1984) has also found out that school teaching is perceived as having high social value but low social status.

In Ethiopia the study by Habte (1967) and Smela & Admasu (2001) has shown teachers' negative perceptions (dissatisfaction) of their profession because of the declining social respect of the society for the profession.

Therefore, it is important to study the perception of teachers about the social status of their profession when one wants the study of teachers' job satisfaction.

The work itself

The work itself refers to worker's mental challenging, physical demand or personally interesting work (Muchinsky (1987 citing Locke 1976). According to Locke accomplishing mentally challenging work is satisfying and tiring work is dissatisfying and personally interesting work is satisfying. To Smith, et.al (1969) cited in Muchinsky (1987) work itself factor refers to work scope (routine or challenging) and satisfying interest of an employee.

To Muchinsky (1987) the work itself plays a critical role in determining how satisfied a worker is with his/her job. Kornhauser (1965) has also indicated the monotonous jobs are dissatisfying and has strong relationship with employee mental health. He further contended that a mentally healthful job is one that is interesting and affords opportunity for self actualization. Vroom (1964) has also indicated that repetitive job is the basis for dissatisfaction of the more intelligent worker.

According to Dunham (1979) cited in Muchinsky (1987) Taylorian job structuring for simplification and standardization had improved productivity but at the same time the approach also produced problems. Workers rebelled at highly specialized, routine jobs. Monotony produced boredom, which when coupled with lack of challenge and a sense of

depersonalization, lead to dissatisfaction. This in turn results in lateness, absenteeism, turnover, stress, drug use, and sabotage. It was this tendency finally led to job redesign. Thus, in studying job satisfaction of teachers work itself forms central point of the variables in the study.

Coworkers

One can intuitively tell the effect of coworkers on the attitude of a person about his/her work. Positive interrelationship among the employees would result in happy feeling of an employee.

According to Vroom (1964) interactions among employees at work place affect the attitudes of the employee positively or negatively toward his/her job. To him interaction would lead to employees' satisfaction or dissatisfaction based on similarity in attitudes, acceptance and goal interdependence. Interaction between members of work groups will be satisfying and will result in increased attractiveness of the work to the extent to which the members of the groups have similar attitudes.

The other important variable at work place is the degree to which an employee is accepted or valued by the group members. The more acceptances he/she gets the more satisfied the individual will be toward his/her job. Goal interdependence also determines employee satisfaction with the work. If interaction between people facilitates the progress of each of the persons toward the attainment of goals, each will be satisfied.

➤ Rhodes, et.al (2004) has also found that the friendliness of other staff members is highly satisfying to teachers. According to Nias (1981) lack of coordination or commitment to the work among colleagues, pettiness, boring or unfriendly colleagues and the low intellectual level of staff room discussion are dissatisfying to teachers. To Nias teachers get satisfaction from the appreciation they receive from their colleagues when perform a given task.

Therefore, the contribution of coworkers to the job satisfaction of an employee should not be overlooked when studying the facets of job satisfaction.

Supervision

Teachers' day to day activities are directly or indirectly related with the principal's actions in facilitating the teaching learning environment of the school. That means teachers interact directly or indirectly on daily basis with the principal. Thus, one can

intuitively tell that the interaction may affect both groups' feelings positively or negatively.

Gilmer (1961) said that supervisor is a strong cause of both satisfaction and dissatisfaction of employees. To Gilmer bad supervision can be the primary reason for absenteeism and employee turnover. Again to Bogler (2001) transformational and participative leadership of the principal help the teacher to develop positive attitude towards their job. Empirical evidence by Thomson (1971) has also indicated that supportive styles of supervision are found to be associated with high job satisfaction, although the effect is moderated by favorable self perception.

Similarly, the study by Nias (1981), and Filly & House (1971) found that supervisor role influences employee attitude positively or negatively, i.e. supervisor's role can either cause satisfaction or dissatisfaction of employees.

The study by Rhodes et.al (2004) has also shown that work load and administration are the sources of dissatisfaction to secondary school teachers in England. Study in Poland by Wisniewski (1990) found teachers' conviction that the principal creates a good atmosphere for cooperation distinctly favors their job satisfaction.

Not only teachers' job satisfaction is related to the principal's role but also the degree of schools curriculum implementation is affected by it.

For example, Fullan and Pomfret (1977) citing the study by Evans and Scheffler (1974) indicates a correlation of .51 between administrative support and degree of curriculum implementation. Jackson (1996) has also argued that the greater the active support of the principal, the greater the degree of curriculum implementation. Enueme and Egwunyenga (2008) in their studies of principals' leadership effect on teachers' performance found that there exists a positive relationship between teachers' performance and principal instructional leadership roles.

Therefore, it is important to consider the effect of supervision on employees' job satisfaction when one seeks to study the job satisfaction of employees.

Promotion Opportunity

No one denies the personal need of an employee for promotion to a higher level of pay, power, and status based on the organization's policy.

Employee expectation of promotion and lack of it is related to the job satisfaction of employee.

According to Vroom (1964) receiving a desired promotion would result in a greater increase in a job satisfaction on the part of the worker who did not expect it than on the part of those who did expect it, and failure to receive a desired promotion would result in a greater decrement in the job satisfaction of those expecting it than those not expecting it. Kornhauser (1965) argued that what people want above all else is social status and advancement to a higher status. According to him lack of status needs and advancement is frustrating or threatening which leads to dissatisfaction and poor mental health.

To Kornhauser the wish to be promoted stems from the desire for higher social status such as prestige, esteem, regard and respect because job at higher and lower levels in their respect to their values.

Papanastasiou and Zembylas(2006) found that the prospects of promotion is the source of great dissatisfaction for the teachers in Cyprus .According to them many teachers expressed their intense negative feelings about the lack of justice and fairness in system of teacher evaluation and their prospects for promotion.

The study by Mengistu (2005) on job satisfaction of employees of Oromia Educational and capacity building bureau has indicated that there is an unfair criteria and absence of transparency regarding promotion of employees and this darkened the employees' promotion prospects putting them in job dissatisfaction.

Thus, in studying about job satisfaction of employees it is important to consider the effect of promotion opportunity on employees' job satisfaction.

Students Behavior

Teachers pass a great deal of their working hours with their students. They want their students behave well, do works regularly and timely and respect classroom and school rules and regulations. Therefore, one can expect that the success or failure to do so on the part of the students can affect teachers' feeling about their jobs.

It is believed that teachers who have warm relationship with their students develop a positive feeling towards their job and those who have no good relationship with the students would develop a negative feeling towards their job.

Rhodes et.al (2004) found that teachers at secondary school in Britain are highly dissatisfied with the students' behavior. According to Menlo et.al (1990) teachers who develop personal and warm relationships with students report greater job satisfaction, and those who are more critical of their students and of their personal relationships with students report less job satisfaction. As indicated in Menlo et.al (1990) Singapore teachers regard rapport with students and the use of variety of teaching methods as very important to their job satisfaction.

Similarly, Lissmann & Gigerich (1989) in Menlo et.al (1990) found that German teachers believe that the building of rapport with students is very important to their job satisfaction.

Empirical evidence by Akalewolde (2004) has also shown that majority of unhappy teachers at government and private schools indicated the level of students misbehavior interfered with their teaching practice.

Hence, in studying of teachers' job satisfaction inclusion of students' behavior is reasonable.

The working conditions of the schools

According to Syptak et al (1999) the working environment in which people work has a tremendous effect on their level of pride for themselves and the work they are doing. The American National Center for Education statistics (1997) has also pointed out that favorable working conditions are positively related teachers' job satisfaction regardless of whether a teacher is employed by a public or private school, an elementary or secondary school, and regardless of teachers' background characteristics or school demographics. To Maniram (2007) citing Robbins (2001), working conditions influence job satisfaction as employees are concerned with a comfortable physical work environment which in turn render a more positive level of job satisfaction.

Ninomiya and Okato (1990) in their empirical study reported that a pleasant physical surrounding of the work and principals ability in getting people to work together are satisfying to teachers. Similarly, Sim (1990) found that the presence of a conducive work environment, with teachers able to undertake activities leading to their professional

development and to enjoy the practice of teacher –pupil rapport, is presumably a minimal stress situation that could lead to job satisfaction.

The study result by Sargent and Hannum (2003) indicates that better working conditions are satisfying to teachers' .Herzberg et.al (1959) has also classified the working conditions as one of the job dissatisfiers. The empirical study report by Akalewolde(2004) has also again indicates that the availability of resources for teaching , teachers' workload, routine duties, paper work and overcrowded classrooms are dissatisfying to teachers teaching at government secondary schools in Addis Ababa.

Therefore consideration of working conditions in the present study is crucial.

Teachers' autonomy

Different literatures indicate the influence of job autonomy on employees' job satisfaction. European Foundation for the Improvement of Living and Working Conditions (EFILWC 2007) has shown that autonomy has significant impact on job satisfaction of employees. In this study report workers reported greater job satisfaction when they have greater autonomy to influence the arrangement of their working hours and choose or change the sequence of their hours of tasks, work methods and pace of work. According to the study by Wisniewski (1990) the more frequently teachers declare their freedom in deciding how to do their work, the more often are they highly satisfied with their job. Similarly, Ngyuyen, Taylor & Bradley (2003) suggested that one of the variables that may be expected to influence job satisfaction is the degree of the perceived autonomy that workers enjoy in the way they do their job. The expected relationship is that more autonomy is associated with greater job satisfaction.

- Akalewolde (2004) has also pointed out that lack of professional autonomy has attributed to teachers job satisfaction in government secondary schools in Addis Ababa region.

2.7. Potential Effects of Job Satisfaction

A number of organizationally relevant behaviors are thought to be the result of job satisfaction or job dissatisfaction.

In this section of the study the effects of job satisfaction on the organizational behaviors like performance, turnover, absenteeism and health and well being will be reviewed.

The relationship between job satisfaction and job performance was explained in the previous section. In this section the relationship between job satisfaction and other organizational behaviors will be reviewed as follows

Job Satisfaction and Turnover

Quitting the job or turnover has been tied to job satisfaction. Many studies have shown that dissatisfied employees are more likely than satisfied employees to quit their job (e.g. Spector 2000; Vroom 1964; Muchinsky 1987; Organ & Hamner 1982).

The different studies on this matter have shown that job satisfaction and turnover are negatively related to each other. This means that the more dissatisfied an employee the more probability of quitting his/her job and vice versa.

The results of the studies reported substantial relationship between the two variables. For example Muchinsky & Tuttle (1979) cited in Muchinsky (1987) reviewed 39 studies and found a correlation of -.40 between job satisfaction and turnover.

Vroom (1964) has also concluded that "there exists a consistent negative relationship between job satisfaction and the probability of resignation".

Job satisfaction and Absenteeism

Conventional wisdom suggests that absence from work is the byproduct of employee job dissatisfaction. People who dislike their jobs will be more likely to miss work than people who like their jobs.

According to Spector (2000) several meta-analysis have been looked at this question and they show that the connection between job satisfaction and absence is inconsistent and usually quite small. Vroom (1964) and Organ & Hamner (1982) indicated the less consistent negative relationship between job satisfaction and absences from work.

Muchinsky (1987) has also said that job satisfaction is slightly correlated with absenteeism; low negative correlations are most often reported.

Nicholson, Brown, & Chadwick-Jones (1976) cited in Muchinsky (1987) indicated that there are many other factors than job satisfaction that intervene in the job satisfaction-absenteeism relationship. Therefore, even though job satisfaction is one predictor of absenteeism, it is disastrous to accept for guarantee that the sole cause of absenteeism is job dissatisfaction. An employee could, for example, be absent from work due to illness or family problems.

Job Satisfaction and Health & well-being

According to Spector (2000) a number of industrial and organizational psychologists have been concerned that job dissatisfaction might be related to employee health and well being. Indeed, claims can be found that job satisfaction might be a factor in serious illness and even death.

Study by Begley & Czajka (1993) and O'Driscoll & Beehr (1994) cited in Spector (2000) found that dissatisfied employees reported more physical symptoms such as sleep problems and upset stomach, than their satisfied counterpart. Similar findings were also reported by Kornhauser (1965). Jex & Gudanowski (1992) and Thomas & Ganster (1995) cited in Spector (2000) have also indicated that dissatisfaction correlates with negative emotions at work, such as anxiety, and depression.

According to Palmore (1969) cited in Organ & Hamner (1982), people who like their work are likely to live longer. Organ and Hamner (1982) themselves have suggested that chronic dissatisfaction with work is a stressor, and stress does take its toll on the organism.

Chapter Three

3. Research Methodology

3.1. Research Design

The purpose of the present study is to examine teachers' level of job satisfaction and its impact on their teaching and teaching related job performances. To this end a survey research design was appropriate to arrive at the desired objectives. According to Sukhia (1974) and Kassin (2007) survey method is used to determine psychological states of people that cannot be directly observed.

3.2. Theoretical Framework of the study

The original Abraham Maslow's (1943) need based theory of motivation and Herzberg's two factor theory were adopted as theoretical background for this study.

Maslow's theory of motivation presents a basic innate or inborn set of human needs in hierarchal order ranging from physiological needs to a higher psychological order of self-actualization. Maslow postulates that higher level needs (self actualization and self esteem) become motivated as lower level needs (physiological needs, safety and security needs and belongingness and love needs) become satisfied. According to the theory the percentage of satisfaction decreases as one goes up the hierarchy of the prepotency.

According to Hoy and Miskel (2005) need theory suggests that people work hard when lower order needs are met and higher order needs present challenge.

Frederick Herzberg et. al (1959) developed a theory of motivation and job satisfaction based on the findings from their study of accountants and engineers. The results of the study led them to conclude that factors leading to positive job attitudes (motivators) do so because of their potential to satisfy the individual needs for higher needs, or in Herzberg's terms, promote psychological growth (Hoy & Miskel 2005). Conversely, a separate of factors, hygiene factors, is related to physiological, safety and social needs.

Motivator-hygiene theory postulates that the gratification of certain needs called motivators (i.e. achievement, recognition, work itself, responsibility, and advancement) increases satisfaction, but when the motivators are not gratified, only minimal dissatisfaction results. According to Syptak et.al (1999) motivators or also called content factors create satisfaction by fulfilling individuals' needs for meaning and personal growth.

On the other hand when factors called hygiene (i.e. interpersonal relations, supervision, working conditions, salary and personal life) are not gratified, negative attitudes are created, producing job dissatisfaction.

Although hygiene factors are not the source of satisfaction, they create an environment in which employee satisfaction and motivation are possible. Hygiene factors or also called work context factors are those that meet baseline needs. They clear the road of the debris that block effective teaching. Even the most intrinsically motivated teacher will become discouraged if the salary does not pay the mortgage (www.acsa.org).

According to the Herzberg's motivator-hygiene theory the fulfillment of human needs affects the feelings the employees have towards their job.

In general, Maslow focuses on general human needs of psychological person, while Herzberg concentrates on the psychological person in terms of how the job affects the basic needs (Hoy & Miskel 2005).

The models also bring into focus the factors one has to consider in studying about teachers' job satisfaction and their motivation to perform effective work. Based on these models two sets of factors (i.e. motivators that are found at the higher order of Maslow's needs hierarchy and hygiene factors that are found at the lower level of Maslow's needs hierarchy) were taken in to consideration for the present study.

3.3. Sampling Procedures

The population of the study was all the teachers teaching in government secondary schools of Addis Ababa city administration. According to the statistical information obtained from Addis Ababa city government Education Bureau there are 42 government secondary schools in the city. Inclusion of all the secondary schools in the city to the study is difficult for the researcher mainly because of time and financial constraints. Thus, application of sampling technique which would ensure representativeness of the population is desirable.

The sample was selected at two levels. The first step was to select secondary school sample from the available secondary schools and the second step was to select teachers sample from the sample schools.

To select the sample secondary schools simple random sampling technique (lottery system) was employed. First a list of all government secondary schools in the city was obtained. From the available list of schools ten schools were selected randomly.

This sampling technique offers two advantages. First, it gives equal chances for all the schools available in the city and second, the technique is easy to apply. But, because of luck of the draw more schools could be selected from one subcity than the others and this is one of its limitations. In the present study the selected schools were Wondirad, Misrak Goh, Bulbula, Shimelis Habte, Tikur Anbessa, Birhan Gozo, BalchaAbba Nebfso, and Medhanehalem, Koketsiba, and Addis Ketema secondary schools. This is about 23.81 percent of all the available secondary schools in the city. Table 3.1 on the next page displays the selected schools with their subcity and number of respondent teachers and department heads.

In selecting sample teachers from the already selected schools stratified random sampling was employed. The subject areas the teachers teach were purposely taken into consideration and the teachers were stratified in to the subject areas they teach and one teacher from each subject area (stratum) was selected randomly. This was made because commonsense and experience tell that some fields of studies provides better chances to work outside the teaching profession than the others and the teachers holding these subject areas would be assumed to be less happy toward the teaching profession than others. There are ten common subject areas that are taught in all the schools; namely Amharic, English, Math, Biology, Chemistry, Physics, Geography, History, Civics and ethical education and Physical education. Thus, one teacher from each subject area (stratum) was selected randomly and this makes a total of ten (10) teachers from one school. But, care was taken to keep gender proportion with male i.e. because of the low number female teachers observed in each subject area, female teachers were purposely selected from the department areas where they were obtained. Generally a total of 100 teachers were selected randomly from the ten sample schools. Each of the ten departments has one department head. The present study was planned to obtain teachers teaching performances from two sources- self ratings and supervisory ratings. The supervisory ratings could be made by the school principal, deputy principal or the department heads.

In this study the researcher was interested in department heads ratings because in the case of the principal or deputy principal ratings the ten teachers should be evaluated by one principal or one deputy principal but in department heads ratings ten teachers are evaluated by ten department heads which is more reliable than the former. Therefore, ten (10) department heads from each school and thus a total of 100 department heads from all the subject areas were also selected for rating the performances of their respective subject teachers who were already selected.

Table 3.1. Number of sample schools and teachers

S.No	Subcity	Secondary School	Number of teachers	Sampled teachers	Total responses
1	Yeka	Wondirad	82	10	10
2	Kirkos	Misrak Goh	76	10	10(1)*
3	Akaki K.	Bulbula	50	10	8
4	Kirkos	Shimelis Habte	129	10	8
5	Arada	Tikur Anbessa	59	10	10
6	Yeka	Birhan Gozo	65	10	10
7	Lideta	BalchaAbbaNebfso	124	10	9
8	Gulalle	Medhanehalem	174	10	10
9	Yeka	Kokebetsiba	127	10	8
10	A.Ketema	Addis Ketema	108	10	7(2)*
Total	7	10	994	100	90

* 1 & 2 are unreturned numbers of dept. heads Responses

3.4. Tools of Data Collection

Three kinds of questionnaires were employed to obtain the desired information from the subjects. The first part of the questionnaire contained teachers' demographic information such as sex, age, marital status, years of teaching experience and qualification.

The second part of the questionnaire was adapted from Lester (1987), but some of which was constructed by the researcher, were used to assess level of teachers' job satisfaction by considering job facets. Intrinsic and extrinsic factors were taken in to consideration.

The job satisfaction facets taken in consideration were: the characteristics of the job itself, freedom in carrying out duties, supervision, promotion opportunity, payment, co-workers, social respect for teaching, working conditions, student behavior, recognition, achievement and participation in decision making. The different facets of the teachers' job were assessed using different number of items. The work itself was assessed using 14 items; the freedom to carry out duties using 2 items; supervision using 13 items; co-workers using 10 items; teachers' salary using 6 items; teachers' promotion opportunity using 6 items; public image about teachers and teaching using 5 items; students behavior

using 6 items; recognition for good performance using 3 items; achievement using 4 items and participation in decision making using 2 items. Teachers' job satisfaction assessment was made on five point scale (Likert scale) which ranges from strongly disagree (1) to strongly agree (5). Several items (45%) of the instruments of job satisfaction were reverse scored.

The third part of the questionnaire consisted of 32 items to assess teachers' performances on some teaching and teaching related tasks such as planning, lesson presentation, classroom and lesson management, professionalism, and commitment to student learning and achievement and this part was also made on five point scale which ranges from 1(poor) to 5(excellent). The items of this part were constructed by the researcher after thorough reading of related literatures. This part contained identical items for teachers' self-rating and department heads rating of teachers. There are good reasons why the researcher has selected self-ratings. Obviously individuals have a wealth of information about themselves that is inaccessible any one else. They can report about their feelings, emotions, desires, beliefs, and private experiences. They can report about their innermost fears and fantasies. For this reason self-report is an indispensable source of personality data. Department heads

Pilot study

The content and face validity of the research instruments were established through thorough reading of related literatures and also after taking important comments. In order to ensure the content and the face validity of the instruments two senior postgraduate teachers from Greek Community School and a group of four postgraduate students from the department of measurement and evaluation read the items one by one and gave their own views on adequacy of the items to cover the topics under study and which item could be misunderstood or misinterpreted. In light of their comments important modifications (2) were made on some of the items and in some cases a complete removal of items (9) from the job satisfaction questionnaires and 3 items from the job performance questionnaires were made (see Appendix A pages 87 & 89).

The two research instruments, that of job satisfaction and teaching performance, were pilot tested on a group of 10 teachers who were not included in the major study. Cronbach's alpha was used to test the reliability coefficient of the items. SPSS version

15.00 was used for the computation of Cronbach's alpha. The reliability coefficients for the job satisfaction subscale were as follows: work itself, 0.71; freedom, 0.83; supervision, 0.79; coworkers, 0.82; salary, 0.70; promotion opportunity, 0.79; working conditions, 0.81; social respect, 0.72; student behavior 0.71; recognition, 0.91; achievement, 0.85; and participation in decision making, 0.80. The internal reliability coefficient for this part of the questionnaire was 0.72.

Similarly, using SPSS window, the reliability coefficients of the teaching performance items revealed the following results: planning lesson, 0.71; lesson presentation, 0.89; assessment of student learning, 0.87; management, 0.74; professionalism, 0.76; and commitment to student learning/ achievement, 0.77. The internal reliability coefficient for this part was found to be 0.90.

3.5. Data Collection procedures and statistical techniques

After development of the questionnaire and testing its reliability and validity the researcher contacted the principals of the already selected ten schools to obtain permission for collecting data from teachers and department heads. After securing the necessary permission, the researcher contacted the department heads and explained the objective of the study to them. Then together with the department heads of each subject area the researcher selected randomly one teacher from each department. The researcher again contacted each of the selected teachers and explained the objective of the study and gave instructions to them on the questionnaire.

After securing the willingness of the department heads and teachers, the questionnaire was distributed by the researcher. Finally the questionnaire papers were collected by the department heads and in some schools collected by the school principal and handed over to the researcher. As already pointed out above 100 teachers were randomly selected from ten sample schools for the present study and hence 100 questionnaires (containing job satisfaction variables and self job performance variables) were distributed for teachers and 100 questionnaires containing only teachers performance variables were distributed for the department heads. Out of the 100 questionnaires, 90 useable questionnaires were returned from the teachers and 87 useable questionnaires (distributed for rating teachers' performances) were returned from department heads.

In this study 87 questionnaires from each group (87 from the teachers and 87 from the department heads) were analyzed. Three teachers' respondent questionnaires whose performances were not rated by their corresponding department heads were discarded.

Statistical Techniques

As already pointed out the purpose of the present study was to find out the factors which affect teachers' job satisfaction and its possible impacts on some selected teachers' school performances. To this end different variables were measured to arrive at the desired objectives of the study.

The different variables included in this study were:

- Personal characteristics, such as sex, age, marital status, qualification, years of teaching experience and the subject area the teachers' teach.
- Job satisfaction facets. These variables are classified into content and context factors. The content factors are those found at higher level of Maslow's need hierarchy. The content factors included in this study were work itself, freedom, social respect, recognition, advancement, participation in decision making and achievement. According to Herzberg et.al (1959) the content factors are the source of satisfaction for workers. The context factors considered here were the working conditions of the schools, salary, supervision, student behavior and co-workers. These factors are those found at lower level of Maslow's hierarchy and are the source of dissatisfaction.
- Teaching and teaching related task performance factors such as planning lesson, lesson presentation, assessment techniques, management (management in class room, lesson, relationship with students and other teachers), professionalism, and commitment in students' achievement.

The data obtained from these different variables were analyzed using different relevant statistical tools. The following were the statistical techniques employed in this study.

Descriptive statistics such as mean and frequency were used to describe the personal characteristics of the teachers, measure the level of teachers' satisfaction with the different facets of teaching using mean and measure teachers' level of job performance.

Pearson correlation was used to determine the relationship between teachers' level of satisfaction with the different job facets and job performance. One –way ANOVA were employed to determine whether there were significance differences in perceptions of teachers about the job satisfaction factors and job performance factors based on personal variables. Regression analysis was carried out to determine whether the job satisfaction facets were able predict the level of job performance variables.

Chapter Four

4. Data Analysis, interpretation and Discussion

In this chapter the results of analysis of the data collected is presented in tabular forms and interpretation and discussions of the results were made.

As mentioned earlier in chapter one, the purpose of this study is to answer the following basic research questions:

1. What are the factors influencing teachers' job satisfaction?
2. Are there any significant differences in teachers' perceptions about the facets of job satisfaction based on their personal characteristics?
3. Are there any significant differences in teachers' perceptions about the job performance variables based on their personal characteristics?
4. Is there any relationship between teachers and department heads perceptions about teachers' job performances?
5. What is the relationship between teachers' job satisfaction facets and job performance variables in implementing school curriculum?

In order to address these basic research questions data were collected on three kinds of variables: personal information, teachers' perceptions about certain job satisfaction facets and teachers' and department heads' perceptions about teachers' performances on some selected teaching and teaching related tasks in schools.

The data obtained from the respondents were analyzed using SPSS (statistical package for social sciences) window version 15 and different appropriate statistical techniques such as percentage, mean, frequency, Pearson correlation coefficient, analysis of variance and regression analysis were employed for description and inference of the results.

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4.1. Teachers' Demographic information

Respondents' demographic information describes who the respondents were. Knowledge of this information is used to associate personal characteristics with other research variables. Table 1 shows the respondents demographic characteristics.

Table1. Teachers' demographic information

	Independent variables	Frequency	Percent,%
sex	Male	64	73.6
	female	23	26.4
age	18-25	23	26.4
	26-30	25	28.7
	31-35	7	8
	36-40	8	9.2
	41-45	4	4.6
	46-50	7	8
	50+	13	14.9
Marital status	Single	46	52.9
	Married	39	44.8
	Divorce, widowed	2	2.3
qualification	Diploma	3	3.4
	Degree	79	90.9
	MA/MSc/Med	5	5.7
Work experience	1-5	30	34.5
	6-10	16	18.4
	11-15	10	11.5
	16-20	5	5.7
	21-25	5	5.7
	26-30	13	14.9
	31-35	8	9.2
Department	Amharic	8	9.2
	English	8	9.2
	Math	9	10.3
	Biology	11	12.6
	Chemistry	10	11.5
	Physics	10	11.5
	Geography	9	10.3
	History	9	10.3
	Civics	7	8
	HPE	6	6.9

The results of the descriptive analysis regarding the demographic characteristics of the teachers shows that out of 87 teachers whose responses were analyzed 64 (73.6%) were male while 23(26.4%) were female. This shows that there is less number of female teachers teaching in secondary schools of Addis Ababa city Administration than the male teachers. In age-wise 23 teachers (26.4% of the teachers) were in the age range of 18-25, and 26 (28.7%) teachers were in the age range of 26-30.

The descriptive analysis of work experience reveals that about 34.5 % of the teachers have 1-5 years of teaching experience and 18.4% have 6-10 years of experience in teaching.

Regarding the qualifications of the teachers 90.9% of the teachers were first degree holders. The mean salary of the teachers was 1528.16.

Further information on the demographic characteristics is as displayed in table 1 above.

4.2. Teachers perceptions of job satisfaction factors

Table 2 displays the descriptive analysis of teachers' perceptions of some teaching related sources of job satisfaction. The mean rating of each variable was computed and they are arranged in increasing order of their mean scores (rank order of job satisfaction and job dissatisfaction facets based on the number of responses). The smaller mean score of a variable indicates the teachers are less satisfied with that factor in their present job and larger score mean of a variable indicates greater satisfaction of teachers with the factor in their present job.

Table 2. Perceptions of teachers on some aspects of Job satisfaction

Variables	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Satisfaction with salary	87	1.00	3.00	125	1.44	.427
Satisfaction with social respect	87	1.00	5.00	163	1.88	.622
Satisfaction with promotion	87	1.00	5.00	282	3.24	.887
Satisfaction with supervision	87	1.00	5.00	300	3.45	.717
Satisfaction with working conditions	87	2.00	5.00	304	3.49	.696
Satisfaction with recognition	87	1.00	5.00	307	3.52	.851
Satisfaction with student behavior	87	2.00	5.00	313	3.60	.492
Satisfaction with achievement	87	2.00	5.00	315	3.61	.830
Satisfaction with participation	87	1.00	5.00	317	3.64	.961
Satisfaction with job freedom	87	1.00	5.00	326	3.74	.955
Satisfaction with teaching itself	87	2.00	5.00	343	3.94	.580
Satisfaction with colleagues	87	3.00	5.00	352	4.04	.474
Valid N (list wise)	87					

As indicated in table 2 above, of the 12 variables of teaching related sources of job satisfaction factors measured in this study, Secondary school teachers in Addis Ababa city Administration were most satisfied with the relationship they have with their colleagues, which has a mean score of 4.04, and with the work itself (teaching job itself), which has a mean score of 3.94.

The freedom of the teachers in carrying out their duties, mean score of 3.74; teachers' participation in relevant decision making in schools, mean score of 3.64; and satisfaction with their own achievement of teaching, mean score of 3.61; ranked next in giving them satisfaction toward their teaching job. Secondary school teachers teaching in government schools were least satisfied with their present salary, mean score of 1.44 and with the public image toward teaching job, mean score of 1.88. These indicate that teachers perceived the salary they are currently earning is not enough for their living expenses and the society has less respect for the teaching job and for the people holding the job.

Employees are most likely fully committed to their job when their needs are satisfied.

According to Davies (2005) we are driven to a greater or lesser extent by needs satisfaction. Needs must be met enable us to operate fully. Work typically supplies many of these needs such as status, recognition, relationships, respect, autonomy and others.

To Davies (2005) when any of the human needs are not met, dissatisfaction with job is likely to arise, most likely resulting in lowered productivity, and when serious enough, forces the employee to leave the job.

The finding of the present study indicates that teachers teaching in government secondary schools of Addis Ababa city Administration are mostly dissatisfied with their present salary and the society's respect of the teachers and their profession. On the Maslow's needs hierarchy salary is found at the base of the need hierarchy. Its fulfillment is very fundamental to the fulfillment of the next needs level.

In Herzberg's term salary is one of the hygiene factors and according to him although it does not produce employees' satisfaction its unmet need creates dissatisfaction of employees which in turn would impair employee job performances.

Different studies have also indicated the importance of pay on employee satisfaction.

According to Feldman et.al (1983) pay is unquestionably a determinant of employee job satisfaction. According to them money is a prime factor in determining job satisfaction of employee because of two reasons. First, money is very instrumental in fulfilling the several important needs of individuals: it facilitates the obtaining of food, shelter, and clothing and provides the means to pursue valued leisure interests outside of the work. Second, pay can serve as a symbol of achievement and a source of recognition.

In the context of Addis Ababa City Administration dissatisfaction of the teachers with their salary is not surprising as the studies by Akalewolde (2004) and Bonsa (1996) have found similar results and as the cost of living is also increasing at an alarming rate at time this study was conducted.

Although there were no empirical evidences recently reported about the teachers' dissatisfaction with the public image toward the teaching job in our country, the present finding is in consistence with the previous study result of Habte (1967) who reported teachers' dissatisfaction with the society's respect for the teaching job.

It is also common to hear among school teachers complaining about the societies view toward the teaching job. Social respect is among the higher order human needs. It is one of the esteem needs. Teachers deserve respect of status, recognition, dignity, and appreciation from the society. Its presence creates satisfaction by promoting psychological growth. According to Herzberg et.al (1959) the fulfillment of this need produces motivation to do better job.

Schools are public services. The society wants these schools to provide the required services. But, the question of how the schools would fully operate and give desired results should get answer from the society itself. It is a paradox that the society needs quality education for the children before giving respect to the teachers and their profession. Teachers are the cornerstone in providing quality education. The well phrased national objectives of education are put into practice by the teachers. If teachers are dissatisfied with their job the national objectives of education would expire in shelf.

Not only the society has overlooked about teachers needs and values but also all parties who committed to educational quality.

Both the government and NGOs working in the education sector give much emphasis to material and adequate human resources in their approach to quality education. Most national conferences carried out so far could not move beyond addressing the issues of resource questions. Teachers come with different needs and values. They want these needs and values to be met.

The missing needs of the teachers teaching in government secondary schools of Addis Ababa are very basic in nature. At the first place the teachers as citizens living in desperately poor country need money in order to fulfill their basic needs. Secondly, the culture of the society itself gives top value for personal respects. Thus, the missing of these needs would cause devastating effect to the education quality.

Therefore, the concerning parties should also give equivalent emphasis to the needs and values of the teachers.

The mean rank order of the teachers' perceptions about the measured job satisfaction variables has revealed that the secondary school teachers teaching in government secondary schools in Addis Ababa are most satisfied with the relationship they have with the work partners and with the teaching job itself.

The interactions among the teachers in schools contribute a lot to the overall feelings of the teachers about their job. According to Vroom (1964) employees derive satisfaction or dissatisfaction from the interaction with the colleagues based on similarity in attitudes, acceptance and goal interdependence. Rhodes et.al (2004) has also pointed out that the friendliness of staff members is highly satisfying to teachers. On the other hand Nias (1981) commented that lack of coordination or commitment to the work among colleagues, pettiness, boring or unfriendly colleagues and the low intellectual level of staff room discussion are dissatisfying to teachers.

Maslow classified this human need in the third order of the needs hierarchy as social needs. Hoy and Miskel (2005) suggested that social needs are extremely important in modern society and Maslow himself contends that maladjustment stems from frustration of this needs. In Herzberg terminology it is one of the hygiene factors. Its unmet need is dissatisfying to the employees and its gratification is very important to the fulfillment of the motivator factors.

Regarding this need teachers teaching in government secondary schools of Addis Ababa are very satisfied and this can be considered as one of the promising move in obtaining quality education in the city.

The other most satisfying factor to the secondary school teachers is the work itself. Accomplishments of jobs which are intellectually challenging and require personal creativity are satisfying to employees.

According to Davies (2005) the most motivated employees have affective autonomous goals that are more closely matched with what the work itself can provide - the chance to use their talents in pursuit of personal values such as creativity, provide personal growth, discovery, mastery and contribution to the society. The personal values help people to choose evaluate, and give meaning to their work experience and life. Davies (2005) further comments that to inspire the greatest productivity, the organization needs to provide an empowering management style and opportunities for personal growth and development so that the employees can fulfill their work and life inspiration in Maslow's terminology- self actualization.

In Herzberg's term work itself is one of the motivator factors from which employees drive satisfaction. The gratification this factor is instrumental for teachers in carrying out their duties. With respect to this factor the teachers teaching in secondary schools of Addis Ababa city are well satisfied and this is also another important move for the education quality of the city.

The teachers are averagely satisfied with their freedom in carrying out their teaching job, in participation of relevant decision making in schools, and their own achievements at schools. These variables are found at the higher level of Maslow's needs hierarchy and are motivator factors in Herzberg's term.

Teachers' control over their work (work autonomy) is important in many ways. European Foundation for the Improvement of Living and Working Conditions (EFILWC 2007) has shown that autonomy has significant impact on job satisfaction of employees. According to the report of EFILWC (2007) workers reported greater job satisfaction when they have greater autonomy to influence the arrangement of their working hours and choose or change the sequence of their hours of tasks, work methods and pace of work.

Wisniewski (1990) has also pointed out that the more frequently teachers declare their freedom in deciding how to do their work, the more often are they highly satisfied with their job. According to Syptak et.al (1999) one premise inherent in Herzberg 's theory is that most individuals sincerely want to do a good job. So, to help employees do a good job setting clear, achievable and intellectually challenging goals is desirable. Employees need to receive regular, timely feedback on how they are doing and also they should feel they are being adequately challenged in their jobs. This creates a sense of satisfaction in their achievement. Teachers' participation in relevant decision making is also very essential in increasing the responsibility of the teachers.

The present study found out that teachers are averagely satisfied with their work autonomy and participation in relevant decision making and this is not inline with Akalewode's (2004) finding who reported that teachers teaching in government secondary schools of Addis Ababa are dissatisfied with these factors.

4.3. Teachers demographic Characteristics and factors of job satisfaction

As stated in the review literature part of this study some studies tried to relate demographic characteristics of employees to their level of job satisfaction. The findings of these studies have revealed inconsistent results and most of the studies were also carried in developed nations or in other countries and might not reveal the Ethiopian realities. Therefore, this section describes the contributions of secondary school teachers' background characteristics to teachers' level of satisfaction with measured job satisfaction factors.

In the present study, analysis of variance was employed to examine whether there are statistically significant differences in the perceptions of the teachers about the measured job satisfaction factors based on the their personal characteristics . The independent personal characteristics tested in this section were sex, age, qualification, martial, work experiences and the subject area the teachers teach and the results of the analysis are presented in the following tables 3, 4, 5, and 6.

Table 3. One Way-ANOVA test for perception of male and female teachers about the measured job satisfaction factors (N= 87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
Satisfaction with teaching job itself	Between Groups	.248	1	.248	.735	.394
	within Groups	28.667	85	.337		
	Total	28.915	86			
Satisfaction with job freedom	Between Groups	.746	1	.746	.816	.369
	Within Groups	77.865	85	.914		
	Total	78.431	86			
Satisfaction with supervision	Between Groups	.368	1	.368	.713	.401
	Within Groups	43.897	85	.516		
	Total	44.265	86			
Satisfaction with colleagues	Between Groups	.037	1	.037	.164	.687
	Within Groups	19.417	85	.228		
	Total	19.454	86			
Satisfaction with salary	Between Groups	.050	1	.050	.271	.604
	Within Groups	15.595	85	.183		
	Total	15.645	86			
Satisfaction with promotion	Between Groups	0.020	1	.020	.026	.873
	Within Groups	67.664	85	.796		
	Total	67.685	86			
Satisfaction with working conditions	Between Groups	.106	1	.106	.217	.643
	within Groups	41.500	85	.488		
	Total	41.605	86			
Satisfaction with respect	Between Groups	.059	1	.059	.152	.697
	within Groups	33.169	85	.390		
	Total	33.229	86			
Satisfaction with student behavior	Between Groups	.810	1	.081	.333	.565
	within Groups	20.725	85	.244		
	Total	20.806	86			
Satisfaction with recognition	Between Groups	.069	1	.069	.095	.759
	within Groups	62.257	85	.732		
	Total	62.326	86			
Satisfaction with achievement	Between Groups	.024	1	.024	.035	.852
	within Groups	59.201	85	.696		
	Total	59.226	86			
Satisfaction with participation	Between Groups	.285	1	.285	.306	.582
	within Groups	79.169	85	.931		
	Total	79.454	86			

As it can be observed from table 3 above there are small variations in mean scores of male and female teachers' perceptions about the measured job satisfaction factors. Female teachers have slightly greater mean scores on the factor of the teaching job itself, supervision, working conditions, social respect and participation in decision making and male teachers have slightly better mean scores on the factors of freedom and achievement. In the other factors male and female teachers possess almost identical perceptions. But, the test of significance indicates that there is no statistically significance

differences in perceptions of male and female teachers about the given job satisfaction factors. This means that being male or female has no significant effect on perceptions of the teachers about the measured job satisfaction factors.

The present finding does not support Akalewolde's (2004) finding who reported that female teachers teaching in secondary schools of Addis Ababa city were more satisfied toward their job than their male counterparts. The present finding is in line with other similar studies like Spector (2000) citing Greenhaus, Parasuraman & Wormly (1990) and Castillo, Conklin and Cano (1999) who reported that there was no statistically significant difference between male and female teachers in their level of satisfaction with their job.

The finding of the present study is also logically appealing to common sense because as human being both males and females should have similar perceptions toward their job factors and thus towards their needs.

Maslow's need hierarchy does not make distinction of needs between males and females.

Human needs are common irrespective sex, race and religion. Therefore, if human needs are common, males and females shouldn't have different perceptions about their needs and they should not have different perceptions about the job satisfaction factors.

Test of perceptions of the teachers based on their marital status has also indicated that marital status of the teachers had no statistically significant effect on perceptions of teachers about the different job satisfaction factors measured in this study (appendix B).

All the values of F-test are insignificant at each corresponding minimum alpha (α) level.

This finding is also not in line with the finding of Akalewolde (2004) who reported that married teachers teaching at government secondary schools in Addis Ababa were more satisfied toward their job than their single counterparts.

As in other cases here also there are some minor variations in mean scores of teachers' perceptions based on their marital status.

Table 4. One-way ANOVA test for perception of teachers, based on age groups, on the measured job satisfaction facets (N= 87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
Satisfaction with teaching job itself	Between Groups	3.307	6	.551	1.722	.127
	within Groups	25.608	80	.320		
	Total	28.915	86			
Satisfaction with job freedom	Between Groups	15.008	6	2.501	3.155*	.008
	Within Groups	63.423	80	.793		
	Total	78.431	86			
Satisfaction with supervision	Between Groups	1.764	6	.294	.554	.766
	Within Groups	42.501	80	.531		
	Total	44.265	86			
Satisfaction with colleagues	Between Groups	2.701	6	.450	2.149	.057
	Within Groups	16.753	80	.209		
	Total	19.454	86			
Satisfaction with salary	Between Groups	2.174	6	.362	2.152	.056
	Within Groups	13.471	80	.168		
	Total	15.645	86			
Satisfaction with promotion	Between Groups	10.456	6	1.743	2.436*	.033
	Within Groups	57.229	80	.715		
	Total	67.685	86			
Satisfaction with working conditions	Between Groups	2.323	6	.387	.789	.581
	within Groups	39.282	80	.491		
	Total	41.605	86			
Satisfaction with respect	Between Groups	2.034	6	.339	.870	.521
	within Groups	31.194	80	.390		
	Total	33.229	86			
Satisfaction with student behavior	Between Groups	.864	6	.144	.578	.747
	within Groups	19.942	80	.249		
	Total	20.806	86			
Satisfaction with recognition	Between Groups	6.029	6	1.005	1.428	.214
	within Groups	56.297	80	.704		
	Total	62.326	86			
Satisfaction with achievement	Between Groups	2.111	6	.352	.493	.812
	within Groups	57.115	80	.714		
	Total	59.226	86			
Satisfaction with participation	Between Groups	7.536	6	1.256	1.397	.226
	within Groups	71.918	80	.899		
	Total	79.454	86			

* Significant at 0.05 level

Table 4 shows that age had a statistically significant effect on perception of teachers about the freedom they have in carrying out their duties ($F=3.155$; $P=0.008$) and about the promotion prospects in teaching ($F=2.436$; $p=0.033$). In order to find where these significance differences in means of the difference in age groups laid, Post Hoc test was carried out. The Post Hoc test /Turkey HSD multiple comparisons table has shown that teachers with age group 18-25 had higher mean score on teachers' freedom to carryout

their duties than teachers within age group of 31-35. This means that teachers within 18-25 age groups derive more satisfaction from the freedom they have in teaching than the age group 31-35. But, the question of why this significance difference between the two groups has occurred requires further investigation.

Regarding the promotion prospects in teaching teachers in age groups 18-25 and 41-45 perceived that teaching provide them a chance of promotion than the age group of 46-50. Age had no statistically significant effect on teachers' perception of any one of the others job satisfaction factors except some important variations in the mean scores.

This finding is in contrast with the finding of Akalewolde (2004) who reported that teacher's job satisfaction increases with increasing age. The present finding is in line with NCES (1997) which reported that teachers below age of 30 and above 40 years old have higher level of job satisfaction than the other age groups. But, the present study is different from that of NCES in that teachers' perceptions have shown significant difference only on two job satisfaction facets and that of NCES finding holds true for overall job satisfaction factors. The following graphs show variations in scores of teachers' perceptions about their freedom in teaching and promotion prospects in teaching based on the age groups of the teachers.

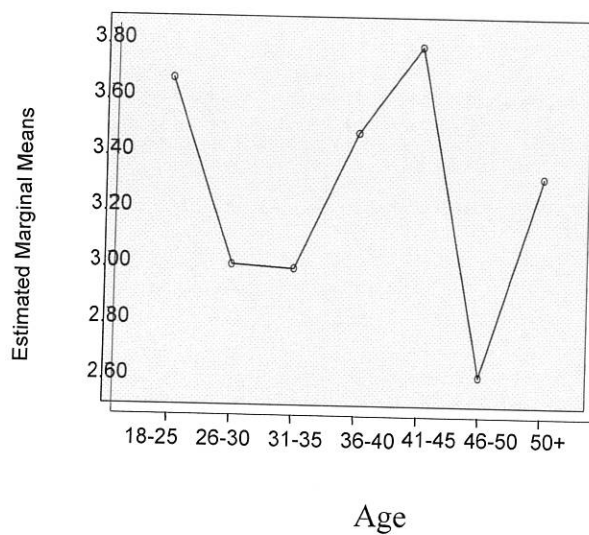


Fig 1. Estimated Marginal means of satisfaction with promotion

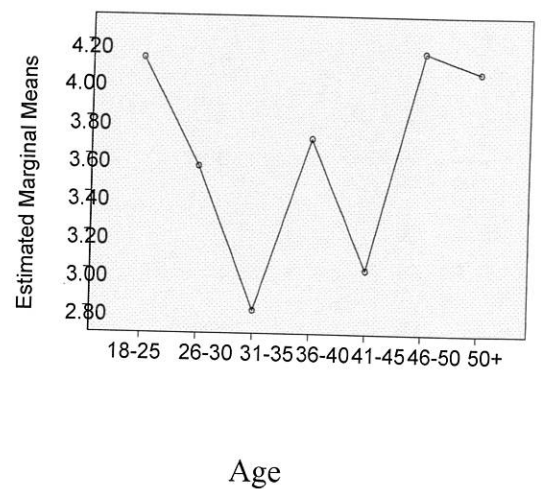


Fig 2. Estimated Marginal Means of satisfaction with freedom

Another personal characteristic tested if it had significant effect on teachers' perceptions about the measured job satisfaction facets is the teachers' years of teaching experience. Table 5 depicts the analysis of variance for the effect of years of teaching experience on the perception of the teachers.

Table 5. One way ANOVA test for teachers perceptions, based on work experience, on the measured job satisfaction factors (N= 87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
Satisfaction with teaching job itself	Between Groups	2.666	6	.444	1.354	.243
	within Groups	26.249	80	.328		
	Total	28.915	86			
Satisfaction with job freedom	Between Groups	8.644	6	1.441	1.651	.144
	Within Groups	69.787	80	.872		
	Total	78.431	86			
Satisfaction with supervision	Between Groups	4.725	6	.787	1.593	.160
	Within Groups	39.541	80	.494		
	Total	44.265	86			
Satisfaction with colleagues	Between Groups	1.513	6	.252	1.124	.356
	Within Groups	17.941	80	.224		
	Total	19.454	86			
Satisfaction with salary	Between Groups	1.462	6	.244	1.374	.235
	Within Groups	14.183	80	.177		
	Total	15.645	86			
Satisfaction with promotion	Between Groups	3.976	6	.663	.832	.549
	Within Groups	63.709	80	.796		
	Total	67.685	86			
Satisfaction with working conditions	Between Groups	3.483	6	.581	1.218	.306
	within Groups	38.122	80	.477		
	Total	41.605	86			
Satisfaction with social respect	Between Groups	1.292	6	.215	.539	.777
	within Groups	31.936	80	.399		
	Total	33.229	86			
Satisfaction with student behavior	Between Groups	.239	6	.040	.155	.988
	within Groups	20.567	80	.257		
	Total	20.806	86			
Satisfaction with recognition	Between Groups	4.642	6	.774	1.073	.386
	Within Groups	57.684	80	.721		
	Total	62.326	86			
Satisfaction with achievement	Between Groups	4.922	6	.820	1.209	.311
	within Groups	54.304	80	.679		
	Total	59.226	86			
Satisfaction with participation	Between Groups	1.503	6	.251	.257	.955
	within Groups	77.951	80	.974		
	Total	79.454	86			

From the above table 5 one can observe that the ANOVA table does not show any significant differences in perceptions of teachers about the measured job satisfaction factors based on their years of teaching experiences. This means that year of teaching

experiences has no statistically significant effect on teachers' perceptions about the measured job satisfaction factors. This present finding is inline with the findings of Kremer-Hayon and Goldstein (1990) and Castillo, Conklin and Cano (1999) who reported that the teachers' year of teaching experiences have no significant effect on the perceptions of the teachers about the factors of job satisfaction. The present finding does not support the previous finding of Akalewolde (2004) who reported that majority of the teachers teaching in government schools of Addis Ababa city who have got less than 3 years of teaching experience were dissatisfied whereas most of the teachers who have greater than 20 years of teaching experience were satisfied with their teaching job.

In the present study, Post Hoc test/Turkey HSD multiple comparisons table shows some minor variations in mean difference of the scores in the perceptions of the teachers based on the year of teaching experience.

Similarly, the analysis of variance for the test of whether there exist significant differences in the teachers perceptions based on the teachers' education qualification did not show any significant differences (appendix C). This finding is inline with the works of Akalewolde (2004); Castillo, Conklin, & Cano (1999); Kremer-Hayon and Goldstein (1990) who reported that teachers education qualification have no significant effect on their level of job satisfaction.

Although they are not statistically significant, the further Post Hoc test/Turkey HSD comparison table shows some important variations in means of the scores of the teachers' perceptions depending on the teachers' education qualification. For example, the mean difference in perceptions of diploma and masters degree holder teachers about their participation in relevant decision making was 1.33 showing the diploma holder teachers are more satisfied with their participation in decision making in schools than the masters degree holders. The mean difference between the perceptions of diploma and first degree holder teachers about the recognition they receive after their good performances was also 0.73 which shows the diploma holders are more satisfied with recognition they receive for successful accomplishments.

The Post Hoc test/Turkey HSD test also shows that first degree holder teachers have more satisfaction with promotion prospects of teaching than the master degree holder teachers (mean difference 0.724). These mean differences indicate that education qualification tends to be inversely related with job satisfaction.

The last personal characteristic tested whether it had statistically significant impact on teachers' perceptions about the measured job factors was the subject areas the teachers teach at schools. The following table depicts the analysis of this test.

Table 6. ANOVA test for perceptions teachers, based on field of teaching, on the measured job satisfaction factors (N= 87).

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
Satisfaction with teaching job itself	Between Groups	4.654	9	.517	1.641	.118
	within Groups	24.261	77	.315		
	Total	28.915	86			
Satisfaction with freedom	Between Groups	6.757	9	.751	.807	.611
	Within Groups	71.674	77	.931		
	Total	78.431	86			
Satisfaction with supervision	Between Groups	6.116	9	.680	1.371	.216
	Within Groups	38.150	77	.495		
	Total	44.265	86			
Satisfaction with colleagues	Between Groups	1.451	9	.161	.690	.716
	Within Groups	18.003	77	.234		
	Total	19.454	86			
Satisfaction with salary	Between Groups	.850	9	.094	.492	.876
	Within Groups	14.795	77	.192		
	Total	15.645	86			
Satisfaction with promotion	Between Groups	4.756	9	.528	.647	.754
	Within Groups	62.929	77	.817		
	Total	67.685	86			
Satisfaction with working conditions	Between Groups	4.826	9	.536	1.123	.357
	within Groups	36.779	77	.478		
	Total	41.605	86			
Satisfaction with social respect	Between Groups	3.247	9	.361	.927	.507
	Within Groups	29.981	77	.389		
	Total	33.229	86			
Satisfaction with student behavior	Between Groups	2.743	9	.305	1.299	.251
	Within Groups	18.063	77	.235		
	Total	20.806	86			
Satisfaction with recognition	Between Groups	4.803	9	.534	.714	.694
	Within Groups	57.523	77	.747		
	Total	62.326	86			
Satisfaction with achievement	Between Groups	4.848	9	.539	.763	.651
	Within Groups	54.378	77	.706		
	Total	59.226	86			
Satisfaction with participation	Between Groups	14.104	9	1.567	1.846	.073
	Within Groups	65.350	77	.849		
	Total	79.454	86			

Table 6 displays one-way analysis of variance of teachers' perceptions about the measured job satisfaction factors depending on the subject areas the teachers teach. The results of the analysis revealed that there were no statistically significant differences in teachers' perceptions about the different job satisfaction variables based on the subject area they teach. This indicates that the subject area the teachers teach has no significant contribution to teachers' perceptions about the job satisfaction factors. But, here also the Post Hoc test has shown some variations in means of teachers' perceptions about the measured job satisfaction.

Generally, according to the present findings the personal characteristics of the teachers had no such substantial impact on the level of teachers' job satisfaction except in the case of the age group of the teachers. Although the present study has shown insignificant differences in perceptions of the teachers about the measured job satisfaction facets based on the demographic variables, they should not be dismissed when studying job satisfaction of employees.

4.4. Teachers demographic characteristics and factors of job performances as rated by the teachers.

In addition to examination of teachers' demographic characteristics on their perceptions of job satisfaction factors, the present study has also examined whether teachers' perceptions about their own job performances might significantly differ based on the demographic characteristics of the teachers.

In this section the mean scores of teachers' perceptions of the level of their own performances on the measured job performance variables was computed to determine on which performance variable(s) teachers perform better and one-way analysis of variance was employed to find out whether teachers self-rating performances would statistically differ based on the teachers personal characteristics .

Table 7 displays the mean self ratings of the teachers' perceptions about the measured job performance variables in the rank order where the largest mean scores indicate better teachers' performance on the variables and the smallest mean scores indicate less teachers' performance on the variables.

Table 7. Mean scores of teachers self-rating about the measured performance variables

Variables	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Commitment for student learning/achievement	87	2.00	5.00	282	3.24	.717
Presenting lesson	87	2.00	5.00	294	3.36	.596
assessment	87	2.00	5.00	316	3.64	.818
management	87	2.00	5.00	318	3.65	.629
professionalism	87	2.00	5.00	333	3.83	.618
planning lesson	87	3.00	5.00	336	3.86	.644

As it can be observed from table 7 above teachers teaching in government secondary schools of Addis Ababa city administration perceived that they are most performing in areas of planning lessons and in showing the required professional characteristics of teachers. The mean scores of these two variables were 3.86 and 3.83 respectively and the standard deviations were 0.64 and 0.62 respectively.

Government secondary school teachers perceived that they are moderately committed for students' learning/ academic achievement and moderately performing in lesson presentation. The mean scores of these variables were 3.24 and 3.36 respectively.

The fundamental purpose of teaching in schools is learning on the part of the students. Students learn best when teachers are committed to their students' learning/students' academic achievement and when they properly present the lessons to the students because these performance variables are very basic for the students' learning.

On the other hand the teachers perceived that they were most performing in the areas of planning lessons and professionalism. Although these variables are important in the teaching-learning process and clean the road to better student learning they are not as important as teachers' commitment for student learning and the lesson presentation.

If the teachers are not committed for student learning and the lesson are not well presented to the student, only planning lessons and showing professional characteristics don't help student learn.

During data collection when the researcher gave instructions to the selected teachers about the items of job satisfaction and job performance variables a number of teachers told the researcher that they don't have the chance to present the lessons to the students

because the lessons are being presented by Plasma Television. But, it is believed that the Plasma TV cannot substitute what the teachers do in the classroom. The presentation from the Plasma TV requires more explanations by the teachers. Experience also tells that students are happier with teachers' presentation than that of Plasma TV. This would stem from such things as English language difficulty, and speed of the presentation from the Plasma TV. The feelings of the students are also appealing to common sense because students can better learn from the interactions with their teachers than listening from the Plasma TV. Although Plasma TV has come with many advantages it has also some shortcomings like it does not allow personal interactions/ two way communications.

Therefore, it is important that the teachers have to know their responsibilities while being in the classroom in front of the Plasma TV and the concerned bodies should also give proper orientation about what Plasma TV can do and cannot do.

The analyses of variance to determine whether demographic variables would affect the perceptions of the teachers about the measured job performance variables are presented in the following table 8, 9 and 10.

Table 8. One way analysis of variance of teachers' perceptions of their performances based sex (N= 87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
planning lesson	Between Groups	.053	1	.053	.126	.724
	within Groups	35.651	85	.419		
	Total	35.704	86			
Presenting lesson	Between Groups	2.070	1	2.070	6.187*	.015
	Within Groups	28.447	85	.335		
	Total	30.517	86			
Assessment	Between Groups	1.659	1	1.659	2.524	.116
	Within Groups	55.853	85	.657		
	Total	57.512	86			
Management	Between Groups	1.116	1	1.116	2.882	.093
	Within Groups	32.899	85	.387		
	Total	34.014	86			
Professionalism	Between Groups	.679	1	.679	1.796	.184
	Within Groups	32.139	85	.378		
	Total	32.817	86			
Commitment for learning	Between Groups	.047	1	.047	.090	.765
	Within Groups	44.120	85	.519		
	Total	44.166	86			

*Significant at .05 level

Table 8 above indicates that there exists a significance difference between male and female teachers in their perceptions about lesson presentation (F=6.187; p= 0.015).

To find out either male or female teachers perceived themselves as better performers on lesson presentation Post Hoc test /Turkey HSD multiple comparison were carried out and the results have shown that the mean difference between male and female teachers' self perceptions about lesson presentation was 0.350. This means that male teachers perceived themselves as better performers on lesson presentation than their female teachers' counterpart.

There are also other important mean differences between the perceptions of male and female teachers on other job performance variables measured in the study although they are not statistically significant.

For example, the mean differences between perceptions of male and female teachers in student assessment, management (lesson, discipline and relationship management), and professionalism are 0.313, 0.257 and 0.200 respectively. What is interesting in this analysis was that male teachers perceived themselves as better performers in almost all of the performance variables measured in the study than the female teachers (appendix D).

Table 9. One-way analysis of variance of teachers' perceptions about job performance variables based on marital status (N= 87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
planning lesson	Between Groups	2.738	2	1.369	3.488*	.035
	Within Groups	32.966	84	.392		
	Total	35.704	86			
Presenting lesson	Between Groups	.410	2	.205	.571	.567
	Within Groups	30.108	84	.358		
	Total	30.517	86			
Assessment	Between Groups	3.762	2	1.881	2.940	.058
	Within Groups	53.750	84	.640		
	Total	57.512	86			
Management	Between Groups	.024	2	.012	.029	.971
	Within Groups	33.991	84	.405		
	Total	34.014	86			
Professionalism	Between Groups	.231	2	.116	.298	.743
	Within Groups	32.586	84	.388		
	Total	32.817	86			
Commitment for learning	Between Groups	2.250	2	1.125	2.254	.111
	Within Groups	41.916	84	.499		
	Total	44.166	86			

*significant at .05 level

The above table 9 shows that there is a significant difference in perceptions of teachers; based on marital status, about planning lesson as self rated by the teachers (F=3.448; p= 0.035). In order know which marital status group perceived themselves as better

performer in planning lessons further Post Hoc tests were carried out and the result revealed that married teachers rated themselves as better performers in planning lessons than their single counterpart teachers. The mean difference between the two groups was 0.33. There also other important mean variations in perceptions of teachers about the measured job performance variables. For example, the mean difference in perceptions of divorced or widowed teachers and single teachers about their level of student assessment was 1.18 which shows divorced or widowed teachers perceived themselves as better performers on this variable. Similarly, the Post Hoc test/Turkey HSD multiple comparisons has also shown that the mean difference in perception of married and single teachers about their commitment for student learning was 0.32 showing that married teachers perceived themselves as better performers on this variable.

Table 10. One-way analysis of variance for teachers' perception about their own performance across their subject areas (N= 87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
planning lesson	Between Groups	4.512	9	.501	1.238	.285
	Within Groups	31.192	77	.405		
	Total	35.704	86			
Presenting lesson	Between Groups	3.456	9	.384	1.093	.378
	Within Groups	27.061	77	.351		
	Total	30.517	86			
Assessment	Between Groups	7.261	9	.807	1.236	.286
	Within Groups	50.251	77	.653		
	Total	57.512	86			
Management	Between Groups	3.425	9	.381	.958	.481
	Within Groups	30.590	77	.397		
	Total	34.014	86			
Professionalism	Between Groups	2.020	9	.224	.561	.825
	Within Groups	30.797	77	.400		
	Total	32.817	86			
Commitment for learning	Between Groups	2.250	9	.250	.459	.897
	Within Groups	41.916	77	.544		
	Total	44.166	86			

The above table 10 reveals that there is no statistically significance difference in teachers' perceptions about their own school performances across the subject area they teach. But, this does not mean that all subject teachers view their own performance equally. There are variations in means scores of teachers' self view about the measured school performance variables. For instance, the further Post Hoc tests of multiple mean comparisons have shown that the mean difference between English and math teachers in

students' assessment was 1.09. English subject teachers rated themselves as high performers in assessing their students' learning. There are also statistically insignificant variations in means scores of teachers self rating of their performances on the others measured job performance variables.

One-way analysis of variance has also examined if there exist statistically significant differences in perceptions of teachers about their own performances based on the teachers' age group, qualifications and years of teaching experience.

The result of the analysis revealed that there were no statistically significant differences in teachers' perceptions about their performances on the measured job performance variables based on age group, qualification and years of teaching experience. This implies age and years of teaching experience had no significant impact on teachers' job performances (appendix E, F and G respectively).

Generally, according to the present study only two demographic characteristics of the teachers (sex and marital status) had statistically significant effect on self perceptions of teachers about the measured job performance variables. The other demographic variables of the teachers had no such statistically significant impact on the measured job performance variables. But, in studying the teachers level of job performances personal characteristics of the teachers should not be dismissed.

4.5. Relationship between teachers self ratings and department heads ratings of teachers' School Performances.

In this section the relationship between teachers self perceptions and department heads perceptions of teachers' performances on the selected school performance variables were explained. The mean scores of the department heads perceptions about teachers' job performances were also presented.

Just like the teachers self ratings of their own performances on the given job performance variables department heads also rated teachers as they are well performing on planning lessons (mean score of 4.06) and teachers professional characteristics(mean score of 3.96). Department heads also rated the teachers as they are moderately committed for student learning/ achievement (mean score of 3.40) and moderately performing on lesson

presentation (mean score 3.58). These results coincides with the teachers self perceptions about their own performances.

Table 11 shows the mean scores of department heads perceptions of teachers' level of job performances in decreasing order. Low mean scores show low performances and high mean scores show better performances.

Table11. Department heads perceptions of teacher's performances (N=87)

Variables	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Commitment for student learning	87	2.00	5.00	296	3.39	.693
Lesson presentation	87	2.00	5.00	312	3.58	.652
management	87	2.00	5.00	327	3.76	.620
assessment	87	2.00	5.00	333	3.82	.717
professionalism	87	3.00	5.00	345	3.96	.589
Planning lessons	87	1.00	5.00	354	4.06	.707

Computation of Pearson correlation coefficients between teachers self perceptions about their own performances and department heads perceptions of teachers' performances has shown significant relationship only between two performance variables. Teachers' perceptions about their own management (lesson management, classroom management, time management and management of relationships) and professional characteristics and department heads perceptions about these variables have shown significant correlation coefficients of($r= 0.396$ at $p< .001$ and $r= 0.257$ at $p= 0.016$) respectively.

Other pairs of perceptions of teachers and department heads about the measured performance variables did not show any significant relationships (see appendix H).

4.6. Relationship between the measured job satisfaction variables and teachers self rating of the job performance variables

Computations of Pearson correlation coefficients between teachers' perceptions about the measured job satisfaction variables and self perceptions about their own performances have shown some moderate significant relationships.

As it can be seen from table 13 below teachers' satisfaction with teaching job was found to be correlated with all aspects of performance variables measured in the study. Teachers' satisfaction with teaching was correlated with the performance facets as follow: planning lesson($r=.26$), lesson presentation ($r=.22$), assessment ($r=.34$),

management ($r=.29$), professionalism($r=.36$) and commitment for student learning/achievement($r=.33$).

Teachers' satisfaction with their freedom in carrying out their duties was found to be correlated with lesson presentation($r=.43$).

Table 12. Pearson correlation between teachers' level of satisfaction with measured job satisfaction factors and teachers' level job performances as rated by teachers themselves

Variables	Planning lesson	Lesson presentation	assessment	management	Professionalism	Commitment for student learning
Satisfaction with teaching	.262(*)	.220(*)	.337(**)	.285(**)	.356(**)	.325(**)
Prob.	.014	.041	.001	.007	.001	.002
Satisfaction with freedom	.168	.429(**)	.184	.194	.154	.058
Prob.	.120	.000	.089	.071	.155	.593
Satisfaction with supervision	.190	.103	.158	.168	.164	.236(*)
Prob.	.077	.342	.144	.120	.128	.027
Satisfaction with colleagues	.331(**)	.156	.309(**)	.201	.331(**)	.255(*)
Prob.	.002	.148	.004	.062	.002	.017
Satisfaction with salary	-.054	-.077	-.175	-.123	-.171	.062
Prob.	.619	.478	.104	.257	.114	.571
Satisfaction with promotion	.023	.150	.149	.177	.128	.302(**)
Prob.	.836	.167	.170	.101	.236	.004
Satisfaction with working condition	.196	.296(**)	.139	.262(*)	.188	.378(**)
Prob.	.069	.005	.198	.014	.081	.000
Satisfaction with social respect	.094	.073	-.103	.042	.087	.017
Prob.	.388	.503	.342	.699	.423	.872
Satisfaction with student behavior	.280(**)	.309(**)	.243(*)	.305(**)	.369(**)	.205
Prob.	.009	.004	.023	.004	.000	.057
Satisfaction with recognition	.356(**)	.296(**)	.207	.300(**)	.355(**)	.095
Prob.	.001	.005	.054	.005	.001	.379
Satisfaction with achievement	.421(**)	.316(**)	.333(**)	.234(*)	.403(**)	.338(**)
Prob.	.000	.003	.002	.030	.000	.001
Satisfaction with participation	.144	.176	.159	.171	.196	.112
Prob.	.183	.103	.142	.113	.068	.303

*Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

Teachers' satisfaction with supervision was found to be correlated with teachers' commitment for student learning/achievement($r=.24$) and teachers satisfaction with the relationship between colleagues was correlated with planning lesson($r=.33$),

assessment($r=.31$), professionalism ($r=.33$) and commitment for student learning ($.24$). Analysis of Pearson correlation coefficients between teachers' satisfaction with the working conditions and the level of their performances on the measured variables produced the following: lesson presentation($r=.296$), management($r=.26$), and commitment for student learning($r= .38$). The relationship between teachers' satisfaction with student behavior and their perceptions of their own performances on the measured performance variables revealed the following: planning lesson ($r=.28$), lesson presentation($r=.31$), assessment ($r=.24$), management($r=.31$) and professionalism($r=.37$). Teachers' satisfactions with recognition (except assessment and commitment for student learning) and achievement have also shown moderate relationships with all the measured performance variables.

4.7. The relationship between teachers' level of satisfaction with the measured variables and department heads perceptions of teachers' job performances

Computation of Pearson correlation coefficients of department heads perceptions about the level of teachers' performances on the measured performance variables has shown moderate relationships with only a few job satisfaction facets measured in the study.

The Pearson correlation coefficients between teachers' satisfaction with the teaching job itself and department heads perceptions about teachers' level of performance variables were as follows: planning lesson ($r=.23$) and management ($r=.22$).

Teachers' satisfaction with the freedom they have in carrying out their duties was correlated with department heads perceptions of teachers' level of management performance ($.23$).

Similarly teachers' level of satisfaction with student behavior and the recognition they get for their successful performances were correlated with the department heads perceptions of teachers' performances on management practices ($r=.23$) and ($r=.24$) respectively.

The detail Pearson correlation coefficients of the relationship between teachers' perceptions about the job satisfaction facets and department heads perceptions of teachers' job performances can be referred from (see appendix I).

4.1.8. Level of job performance variables as predicted by job satisfaction factors

The Pearson correlation analysis between teachers' level of job satisfaction facets and level of performances variables has shown significant relationships when teachers rated their own performances than when the department heads rated teachers' performances.

Therefore, the minor relationships between teachers' level of satisfaction and department heads ratings of the teachers' performances were discarded. The important significant relationships between teachers' level of satisfaction with the measured job satisfaction facets and teachers' self ratings of performances were taken into regression analysis to determine which job satisfaction (independent) variable would predict job performance.

Table 12 above shows Pearson correlation coefficients (r) between teachers' perceptions about some job satisfaction facets and selected job performance variable as rated by the teachers themselves. As it can be seen from the table there are some statistically significant relationships between the job satisfaction facets and the job performance variables. In this section the job satisfaction facets that have shown significant correlation coefficients with the self rated job performance variables were entered into regression analysis in order to determine if they could able to predict the job performance variables.

The Pearson correlation coefficient table(12) above indicates that there are five job satisfaction variables that have shown significant relationship with teachers' level of planning lessons .These five variables were entered into regression analysis and table 13 shows the results of the analyses.

Table 13(a). Level of planning lessons by the selected job satisfaction facets

Job satisfaction factors	Unstandardized Coefficients, B	Standard error	Standardized Coefficients Beta(β)	Student t-test	Sig.	r ²	F ratio	Prob.
(Constant)	.939	.666		1.41	.162			
Satisfaction with teaching	.010	.120	.009	.083	.934			
Satisfaction with colleagues	.326	.137	.241	2.391*	.019			
Satisfaction with student behavior	.065	.140	.049	.461	.646			
Satisfaction with recognition.	.184	.078	.243	2.349*	.021			
Satisfaction with achievement	.187	.090	.241	2.085*	.040			
(Combined)						.284	6.428	.000

* Significant at 0.05 level

The first regression analysis that was performed examined whether the level of planning lessons could be predicted from the job satisfaction facets that have shown significant correlations with planning lessons.

As it can be observed from table 13(a) above three job satisfaction facets; satisfaction with colleagues, satisfaction with recognition and satisfaction with achievement; were significant predictors of the level of planning lessons.

The student t-test indicated that satisfaction of the teachers with colleagues, recognition and achievement was found to be statistically significant predictors of planning lessons ($t= 2.391$; $p=0.019$; $t=2.349$; $p=0.021$ and $t=2.085$; $p=0.040$ respectively). The overall selected model was also statistically significant ($F= 6.428$, $p<.001$), and it explained 28.4% of the variance of planning lessons.

The result implies that one can forecast the level of teachers' performances in planning lessons from their satisfaction with colleagues, recognition and achievement. This means that the more the teachers are satisfied with these variables the better they perform in planning their lessons. Other job satisfaction variables taken into the regression analysis couldn't able predict the level of teachers' lesson planning.

The Pearson coefficient table (12) shows there are six job satisfaction variables that were positively correlated with the level of the teachers' lesson presentation. Table 13(b) displays the result of regression analysis of these relationships.

Table 13(b).Level of Lesson presentation as predicted by the selected job satisfaction facets

Job satisfaction factors	Unstandardized Coefficients, B	Standard error	Standardized Coefficients Beta(β)	Student t-test	Sig.	r ²	F ratio	Prob.
(Constant)	1.048	.510		2.056	.043			
Satisfaction with teaching	-.057	.111	-.056	-.514	.609			
Satisfaction with freedom	.221	.064	.355	3.484*	.001			
Satisfaction with working conditions	.189	.089	.220	2.128*	.036			
Satisfaction with student behavior	.131	.134	.109	.982	.329			
Satisfaction with recognition	.070	.076	.101	.931	.355			
Satisfaction with achievement	.092	.081	.128	1.134	.260			
(Combined)						.309	5.965	.000

*significant at 0.05 level

The above table 13(b) indicated that teachers' satisfaction with freedom in carrying out their duties and their satisfaction with the working conditions of the schools were significant predictors of lesson presentation. From the table the t-test shows that the teachers' level of satisfaction with the freedom they have in carrying out their duties and the working conditions of the schools were important predictors of teachers' level of lesson presentation($t=3.484;p=0.001$ and $t= 2.128;p=0.036$ respectively).

This indicates that the more the teachers are satisfied with freedom and working conditions of the schools the better they would perform in their lesson presentation.

The other selected job satisfaction facets were observed to be insignificant predictors of teachers' performances in lesson presentation.

The overall selected model was also statistically significant ($F=5.965, p<.001$) and it accounted for 30.9% the variance of teachers' level of lesson presentation. This implies that prediction of the teachers' level of lesson presentation from the satisfaction of the teachers with the six selected job satisfaction variables can be improved by 30.9% when the relationship between the six job satisfaction variables and lesson presentation .

Five job satisfaction variables were observed to be significantly related with teachers' level of performances in assessing their students. These variables were entered into regression analysis and the results are displayed in table13(c) as follows.

Table 13(c). Level of student assessment as predicted by the selected job satisfaction facets

Job satisfaction factors	Unstandardized Coefficients, B	Standard error	Standardized Coefficients Beta(β)	Student t-test	Sig.	r ²	F	Prob.
(Constant)	.227	.876		.260	.796			
Satisfaction teaching	.262	.160	.185	1.637	.105			
Satisfaction with colleagues	.331	.182	.196	1.822	.072			
Satisfaction with student behavior	.126	.185	.076	.681	.498			
Satisfaction with achievement	.163	.117	.165	1.393	.167			
(Combined)						.195	4.974	.001

From table 13(c) above it can be seen that the t-tests for the individual selected job satisfaction factors were statistically insignificant. This indicates that these variables as a separate entity cannot predict teachers' level of performances in assessing their students. But, the overall model was found to be significant ($F= 4.974$; $p=.001$) and it contributed 19.5% to the level of teachers' assessment of student learning.

This means that teachers' satisfaction with the five job satisfaction variables accounts 19.5% of the variance of teachers' level of performances in assessing the learning of their students.

Similarly, five job satisfaction variables were observed to be significantly related with teachers' level of management performances. Table 13(d) displays the result of the regression analysis of these relationships.

Table 13(d). The level of teachers' management practices as predicted by the selected facets of job satisfaction

Job satisfaction factors	Unstandardized Coefficients, B	Standard error	Standardized Coefficients Beta(β)	Student t-test	Sig.	r^2	F	Prob.
(Constant)	1.328	.571		2.327	.022			
Satisfaction with teaching	.154	.124	.142	1.238	.219			
Satisfaction working conditions.	.158	.101	.174	1.568	.121			
Satisfaction with student behavior	.170	.152	.133	1.119	.267			
Satisfaction with recognition	.167	.082	.226	2.037*	.045			
Satisfaction with achievement	-.009	.092	-.011	-.094	.925			
(Combined)						.192	3.846	.004

*significant at .05 level

As it can be observed from the table 13(d) above only one job satisfaction facet; teachers' satisfaction with recognition was statistically significant in predicting the level of teachers' management performances ($t=2.037$; $p=.045$). The other job satisfaction factors were insignificant predictors of teachers' management performances. But, the overall model of the regression was statistically significant ($F= 3.846$; $p=.004$), and it accounted for 19.2 % of the level of teachers' management performances. This implies that 19.2% of the teachers' level of management practices can be predicted from the five

job satisfaction variables and other factors would predict the rest of the percentage of the teachers' level of management performances.

The Pearson correlation coefficient, table (12), above also shows there are five job satisfaction factors which have statistically significant relationships with teachers professionalism. Regression analysis was run to check if these job satisfaction variables would be able to predict teachers' professionalism. Table 13 (e) shows the result of this regression analysis.

Table 13(e). Level of teachers' Professionalism as predicted by the selected job satisfaction variables

Job satisfaction factors	Unstandardized Coefficients, B	Standard error	Standardized Coefficients Beta(β)	Student t-test	Sig.	r ²	F	Prob.
(Constant)	.524	.628		.835	.406			
Satisfaction with teaching	.137	.113	.128	1.208	.231			
Satisfaction with colleagues	.276	.129	.213	2.146*	.035			
Satisfaction with student behavior	.199	.132	.159	1.505	.136			
Satisfaction with recognition	.156	.074	.215	2.113*	.038			
Satisfaction with achievement	.105	.085	.141	1.244	.217			
(Combined)						.308	7.207	.000

* Significant at .05 level

Table 13(e) revealed that teachers' satisfaction with their colleagues and their satisfaction with the recognition of better job performances were able to predict the teachers' performances in professionalism ($t = 2.146$; $p = .035$ and $t = 2.113$; $p = .038$ respectively). The other variables entered into analysis were found to be insignificant predictors of teachers' professionalism.

The overall job satisfaction variables taken in to this model was also found to be significant predictor of teachers' performances in professionalism ($F = 7.207$; $p < .001$). The model accounts 30.8% of the proportion of the variance of teachers' level of performances in professionalism. This implies that the five job satisfaction variables taken into the regression analysis able to forecast 30.8% of the teachers' performances and the rest percentage of the level of performance could be predicted by some other variables.

Table 13(f). Teachers' level of Commitment for student achievement as predicted by the selected job satisfaction facets

Job satisfaction factors	Un standardized Coefficients, B	Standard error	Standardized Coefficients Beta(β)	Student t-test	Sig.	r ²	F	Prob.
(Constant)	.457	.716		.639	.525			
Satisfaction with teaching	.123	.150	.100	.821	.414			
Satisfaction with supervision	.017	.116	.017	.147	.884			
Satisfaction with colleagues	.143	.160	.095	.894	.374			
Satisfaction with promotion	.086	.093	.107	.921	.360			
Satisfaction with working conditions	.234	.126	.227	1.855	.067			
Satisfaction with achievement	.157	.097	.181	1.616	.110			
(Combined)						.240	4.206	.001

The last regression analysis performed in this section examined whether the level of teachers' commitment for student achievement/ student learning would be predicted by the selected job satisfaction variables included in the model. Table 13(f) has shown that the individual job satisfaction variables included in the model were statistically insignificant predictors of teachers' commitment for student learning. But, the overall model of the regression analysis was found to be statistically significant predictor of teachers commitment for students' achievement ($F= 4.206$; $p=.001$). It accounted for 24% to the level of teachers' performances in commitment for student learning; that means the six job satisfaction factors together accounted for 24% of teachers' level of performances in the variable.

Generally, the result of the regression analysis reveals that many of the teachers' level of performances can be predicted from the teachers' level of job satisfaction factors.

Chapter Five

5. Summary, conclusion and Recommendations

5.1. Summary of the study

The main objective of this study was to find out and explain the factors that would influence job satisfaction of secondary school teachers' teaching at government schools in Addis Ababa city Administration and the impacts of the job satisfaction on their teaching and teaching related school job performances.

In order to arrive at the required objectives, the study was guided by the following basic research questions.

1. What are the factors influencing teachers' job satisfaction?
2. Are there any significant differences in teachers' perceptions about the facets of job satisfaction based on their personal characteristics?
3. Are there any significant differences in teachers' perceptions about the job performance variables based on their personal characteristics?
4. Is there any relationship between teachers and department heads perceptions about teachers' job performances?
5. What is the relationship between teachers' job satisfaction facets and job performance variables in implementing school curriculum?

To address the research problems, survey design was employed. It was found that there are about 42 government secondary schools in Addis Ababa city Administration. Selection of the sample was made at two levels. First, 10 schools were randomly selected from the available list of schools and secondly, 10 teachers were randomly selected from each sample school. At the second level of sampling care was taken to include one subject teacher from each department. Accordingly hundred teachers were selected from the ten schools.

The subjects of the study were responded to two sets of job related variables; job satisfaction and job performance. The job satisfaction questionnaire was only filled by the teachers and the teaching and teaching related job performance variables were filled by the teachers and their corresponding department heads. The job performance variables questionnaire contains identical items for both teachers and department heads.

Of 100 questionnaires distributed for both groups (100 for teachers and 100 for department heads) 87 usable questionnaires were returned from each group.

The data collected from the subjects were analyzed using SPSS version 15 and different relevant statistical techniques such as percentages, mean, ANOVA, Pearson correlation coefficient and regression analysis were used for description and inferences. The results of the analyses were presented in tables.

Based on the data collected and analyzed, the findings of the study can be summarized as follows:-

5.1.1. Factors influencing teachers job satisfaction

The responses of the teachers on the measured job satisfaction factors were added and the means were computed for each factor. Among the twelve job satisfaction factors measured in this study, teachers were found to be least satisfied with two factors; the salary they are currently earning and the public image towards the teachers and the teaching job. The average means of the teachers' responses on their current salary and the public image towards the teachers and teaching job were found to be 1.44 and 1.88 respectively.

The teachers teaching in government secondary schools of Addis Ababa city Administration were found to be most satisfied with the relationship they have with their co-workers and the teaching job itself. The average means of these factors were 4.04 and 3.94 respectively. The satisfaction of the teachers with other factors than salary and public image toward teaching was found to be well above average; they are not dissatisfied with these factors.

5.1.2 Teachers Demographic characteristics and factors of job satisfaction

The present study examined if there exist significant differences in perceptions of the teachers about the measured job satisfaction factors based on the different personal variables such as sex, age, martial status, qualification, work experience and the subject areas the teachers teach.

The analysis of variance revealed that there were not statistically significant differences in teachers' perceptions about the measured job satisfaction factors based on sex, martial status, work experience, qualification and subject areas. Only teachers' perceptions about two job satisfaction factors; satisfaction freedom and satisfaction with prospects of

promotion, have shown statistically significance differences based on the age of the teachers.

Teachers in age range of 18-25 perceived that teaching give them freedom and promotion opportunities.

5.1.3 Teachers Demographic characteristics and factors of job performances as rated by the teachers

Teachers' teaching and teaching related task performances were rated by the teachers themselves and the by their respective department heads.

Teachers teaching in government secondary schools of Addis Ababa city Administration perceived that they are most performing in area of planning lessons, professionalism, management, and assessment of student learning. They perceived that they are less performing in the areas of commitment for student learning and lesson presentation.

The study has also examined whether teachers differ in perceptions about their performances based on the personal variables.

The analysis of variance revealed that there were statistically significant differences in teachers' perceptions about two measured job performance variables; lesson presentation and lesson planning, based on sex and martial status.

Male teachers perceived that they are better performing on lesson presentation than their female counterpart .Regarding martial status, married teachers perceived themselves as better performers on lesson planning than their single counterpart.

Teachers' perceptions on other job performance variables did not differ significantly based on personal characteristics of the teachers.

5.1.4 Relationship between teachers self ratings and department heads ratings of teachers' performances

The rank order of teachers' perceptions about their own performances and department heads perceptions of teachers' performances are almost the same. Just like the teachers the department heads also perceived that teachers better perform on planning lessons and professionalism and less perform on commitment for student learning.

Teachers' perceptions about their own performances and department heads perceptions of teachers' performances were statistically related only on two performance variables; management and professionalism.

5.1.5 Relationship between teachers' job satisfaction and teachers' level of job performances

Teachers' levels of satisfaction with the measured job satisfaction factors were found to be more correlated with self perceptions of their performances than with that of department heads perceptions of the teachers' performances.

According to the perceptions of department heads satisfaction of teachers with the teaching job itself was correlated with teachers' levels of planning lessons and management practices. Teachers' level of satisfaction with freedom, student behavior and recognition were also found to be correlated teachers' management performances.

Teachers' perceptions of their satisfaction with the measured job satisfaction variables were found to be correlated with many of the self rated job performance variables. Regression analysis was run for the correlations observed between job satisfaction facets and self ratings of teachers' job performances in order to determine if the job satisfaction factors could able to predict the job performance variables.

Accordingly, teachers' level satisfaction with their co-workers, recognition and achievement were able to predict teachers' performances in planning lessons. Teachers' levels of satisfaction with freedom and working conditions were able to predict teachers' performances in lesson presentation.

Similarly, teachers' level of satisfaction with co-workers and recognition were able to predict teachers' professionalism practices and teachers' level of satisfaction with recognition was able predict teachers' level of management performances.

In other pairs of correlations observed (table13), the job satisfaction facets were not able to predict the corresponding job performance variables.

But, all the overall models of regression analysis were found to be statistically significant.

5.2. Conclusion

Scholars have been studying the effects of employee job satisfaction on some organizational behavior such as job performance, absenteeism, turnover, commitment and so on. The relationship between employee job satisfaction and job performance has been intriguing question for scholars since the Hawthorne studies of the 1920s and 1930s (Saari & Judge 2004). According to Feldman et.al (1983) the attitude (such as satisfaction) people hold toward their job is primary important in and of itself and because of managers perception of its effect on job performance.

In the field of education many scholars have also studied the effects of teachers' job satisfaction on quality of education, teachers teaching job performances and student learning.

According to Michaelowa (2002) teacher job satisfaction has a positive impact on education quality and therefore, education quality can be influenced by influencing teacher job satisfaction. Lumsden (1998) suggested that raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students.

Ninomiya and Okato(1990) also asserted that teachers who are not satisfied with their job have difficulty of giving plenty of opportunity for individualized student work, using a variety of approaches to gain interest and participation, making learning experiences relevant to the students' lives and concerns and giving special attention to developing students' thinking skills.

These imply that the feelings employees hold toward their job have a paramount impact on their job performances and hence on education quality.

The present study explored the teachers' level of satisfaction with some selected teaching job related factors and teachers' level of performances on some selected teaching and teaching related tasks.

Based on the present findings of the study the following major conclusions can be made.

- ❖ The teachers teaching in government secondary schools of Addis Ababa city Administration are highly dissatisfied with the amount of their current salary.

This implies that their current salary very low & is not adequate for normal expenses.

- ❖ The teachers are not satisfied with the society's view of teachers and the teaching profession. This indicates that the society don't respect teachers and teaching
- ❖ Demographic factors have no such great impact on teachers' perception of the job satisfaction factors.
- ❖ Sex and martial status have some important impacts on teachers' perception about their job performances; male and married teachers perceived as they were performing better than their counterparts on some variables.
- ❖ Teachers' perceptions about their performances were more related with their perceptions of their job performances than department heads perception of the teachers' job performances.
- ❖ Secondary school teachers perceived as they were less performing in areas of commitment for student learning(identifying and establishing additional means of supporting students' learning, and in using assessment data to monitor student progress and modify lessons as needed) and lesson presentation. Lesson presentation covers wide areas of teaching learning processes such as using relevant teaching aids, incorporating varieties of teaching methods, consideration of student diversity, engaging students in active learning, and so on.
- ❖ Job satisfaction aspects can predict the level of teachers' self rating performances aspects.

5.3. Recommendations

Based on the findings of the present study the following suggestions could be provided.

1. The present study found out that teachers teaching in government secondary schools of Addis Ababa city Administration are dissatisfied with their present salary. It was discovered that the maximum limit of teachers' monthly salary was 2211 and the mean salary of the teachers was 1528.2. This indicates that their current salary is low in relative to present cost of living. Therefore, if teachers are assumed as important for ensuring quality of education the concerned body needs to take serious

- steps in order to improve teachers' life. Such steps like salary increase, providing of food materials with low cost, providing of low cost rent houses and so on are possible ways to alleviate the problems.
2. The teachers teaching in government secondary school in Addis Ababa city are not happy with the public image towards teachers and the teaching profession. They perceived that the society has no respect for the teachers and the teaching profession. At the first place the society has to understand that teachers and their profession are the source all the professions and thus they deserve respect from the society. Secondly, the media have to play role in addressing the contribution of teaching and teachers in nation building. Thirdly, the government should contribute its share in professionalizing the teaching job which would calls for paying more attention to teachers' professional development, merit pay and career ladder.
 3. The study showed that teachers are moderately satisfied with promotion prospects in teaching, supervision, working conditions, recognition, student behavior, freedom in teaching, participation in decision making, and achievement. These perceptions of teachers are indications of the management's effort in producing satisfied teaching staff by providing better working environments and it is a promising step toward obtaining quality education. Here the administration needs to work hard in order to produce more complete satisfaction of its staff in these areas. Transparent promotion opportunities, clear supervision services, good working conditions, improving teachers' autonomy and involving teachers in decision making are among the areas the management needs to improve.
 4. Job satisfaction facets were found to be related with job performance aspects and were able to predict some teachers' job performances. Therefore, the management should listen to the teachers' feelings and should properly handle the context and content aspects of job.
 5. Since the present study is limited in its scope to come up with the holistic picture of teachers' level of job satisfaction and job performances in the Addis Ababa City, interested researchers in the field should conduct further study by including all kinds of schools in the city and by considering more range of job satisfaction and job performance factors

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Appendices

Appendix A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND
TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES

Teachers' questionnaire

Teachers' perform crucial functions in any educational systems. One can argue that implementation of designed curriculum is unthinkable without teachers' effort and commitment. Thus, a study of teachers' attitudes and problems about their job is vital to improve the teaching job. This questionnaire which you are being requested to complete is intended to study about the factors which would affect teachers' job satisfaction and its effect on teachers' performances in implementing the school curriculum. The information obtained from you will be very important to recommend plausible intervention measures to resolve problems related to teachers' job satisfaction and teachers' performances of curriculum implementation.

Therefore, to identify problems which affect teachers' job satisfaction your faithful cooperation in filling the questionnaire is very essential.

Be assured that your answers to the questions will be kept strictly confidential. And you do not need to write your name on the questionnaire.

Please answer all the questions according to the instruction given and according to your own feelings and views.

Thank you, in advance, for your time and effort

Section I. personal information

Please give your responses by writing "X" in the spaces given regarding your personal profile.

1. Sex: (1) Male _____ (2) Female _____
2. Age _____
3. Martial status: (1) single _____ (2) married _____ (3) Divorced _____
(4) Widowed _____
4. Educational Qualification
(1) MA, MEd/MSc _____ (2) BA, BEd /BSc _____ (3) Diploma _____
5. Years of teaching Experience _____
6. Subject you are currently teaching _____
7. Grade level(s) you are currently teaching _____

Section II

Below are some statements about the teaching profession. For each statement there are five choices ranging from “strongly disagree” to “strongly agree”. Give your opinion by *circling* the number of choice. The key for the numbers is given below. KEY: 1=**strongly disagree**, 2 = **disagree**, 3 = **Neutral**, 4 = **agree** and 5 =**strongly agree**

S.N	Statements related to the teaching job	Level of agreement				
		1	2	3	4	5
1**	Teaching is very interesting work	1	2	3	4	5
2	Teaching is usually interesting enough to keep me from boring	1	2	3	4	5
3	Teaching encourages me to be creative	1	2	3	4	5
4*	I consider teaching job rather unpleasant	1	2	3	4	5
5	I enjoy teaching more than my leisure time	1	2	3	4	5
6*	I am often bored with my teaching job	1	2	3	4	5
7*	Teaching does not provide me the chance to develop new methods	1	2	3	4	5
8*	Most of the time I have to force myself to go to work	1	2	3	4	5
9*	Teaching discourages creativity	1	2	3	4	5
10*	I feel that teaching job is no more interesting than others job I could get	1	2	3	4	5
11*	I definitely dislike the teaching job	1	2	3	4	5
12*	The work of a teacher consists of routine activities	1	2	3	4	5
13	Teaching provides an opportunity to a variety of skills	1	2	3	4	5
14*	Each day of school work seems like it will never end	1	2	3	4	5
15	I decide myself the way work is done	1	2	3	4	5
16*	I don't have the freedom to make my own decision	1	2	3	4	5
17	My immediate supervisor offers suggestions to improve my teaching	1	2	3	4	5
18	My immediate supervisor gives me assistance when I need help	1	2	3	4	5
19*	My immediate supervisor does not back me up(does not support me)	1	2	3	4	5
20	My immediate supervisor praises good teaching	1	2	3	4	5
21	My immediate supervisor provides assistance for improving instruction	1	2	3	4	5
22	My immediate supervisor explains what is expected of me	1	2	3	4	5
23*	My immediate supervisor is not willing to listen to suggestions	1	2	3	4	5
24	My immediate supervisor treats everyone equitably	1	2	3	4	5
25*	My immediate supervisor makes me feel uncomfortable	1	2	3	4	5
26	My immediate supervisor makes available the material I need to do best	1	2	3	4	5

27*	My immediate supervisor turns one teacher against another	1	2	3	4	5
28*	I receive too many meaningless instructions from my immediate supervisor	1	2	3	4	5
29*	My immediate supervisor never get pleased with my works	1	2	3	4	5
30	I like the people with whom I work	1	2	3	4	5
31*	I dislike the people with whom I work	1	2	3	4	5
32*	My colleagues seem unreasonable to me	1	2	3	4	5
33	I get along well with my colleagues	1	2	3	4	5
34*	I don't get cooperation from the people I work with	1	2	3	4	5
35	My colleagues stimulate me to do better work	1	2	3	4	5
36*	My colleagues are highly critical of one another	1	2	3	4	5
37	I have made lasting friendships among my colleagues	1	2	3	4	5
38	My interests are similar to those of my colleagues	1	2	3	4	5
39	My colleagues provide me with suggestions or feedback about my teaching	1	2	3	4	5
40*	Teacher income is barely enough to live on	1	2	3	4	5
41	Teacher income is adequate for normal expenses	1	2	3	4	5
42	Teaching provides me with financial security	1	2	3	4	5
43	I am well paid in proportion to my ability	1	2	3	4	5
44*	Teacher income is less than I deserve	1	2	3	4	5
45*	Insufficient income keeps me from living the way I want to live	1	2	3	4	5
46	Teaching provides a good opportunity for advancement	1	2	3	4	5
47	Teaching provides an opportunity for promotion	1	2	3	4	5
48	Teaching provides me with opportunity to advance professionally	1	2	3	4	5
49*	Teaching provides limited opportunities for advancement	1	2	3	4	5
50*	I am not getting ahead in my present teaching position	1	2	3	4	5
51*	There is unfair promotion policy in teaching	1	2	3	4	5
52	The working conditions in my school are good	1	2	3	4	5
53	Working conditions in my school are comfortable	1	2	3	4	5
54*	Physical surrounding in my school are unpleasant	1	2	3	4	5
55*	The administration in my school does not clearly define its polices	1	2	3	4	5
56	The administration in my school communicates its polices well	1	2	3	4	5
57	Working conditions in my school stimulate to work hard	1	2	3	4	5
58	There are manageable number of students in my class	1	2	3	4	5
59*	Teachers enjoy poor status in the society in spite their position as "makers of the future"	1	2	3	4	5

60	Teachers pride of themselves to introduce themselves as a teacher working in a school	1	2	3	4	5
61**	Teaching is a respectable job in the society	1	2	3	4	5
62	The society provides me great respect when I introduce myself as a teacher	1	2	3	4	5
63*	Teachers are not respected in the society because their poor payment	1	2	3	4	5
64*	Discipline problems are the teachers' great worry	1	2	3	4	5
65	My students respect me as a teacher	1	2	3	4	5
66*	Most lesson times waste because of students misbehavior	1	2	3	4	5
67	My students cooperate with me	1	2	3	4	5
68	My students work independently on tests & exams	1	2	3	4	5
69	My students like my class	1	2	3	4	5
70	I receive full recognition for my successful teaching	1	2	3	4	5
71*	No one tells me that I am a good teacher	1	2	3	4	5
72*	I receive too little recognition	1	2	3	4	5
73	I am satisfied with my achievement in teaching	1	2	3	4	5
74	I perform a vital function in society	1	2	3	4	5
75	I use my personal talents in carrying challenging out my job	1	2	3	4	5
76	I have clear , achievable goals and standards for my job	1	2	3	4	5
77	I participate in making most of the important educational decisions in this school.	1	2	3	4	5
78*	I do not participate in making any of the important educational decisions in this school.	1	2	3	4	5

* Reversed items

**Items modified

1. Teaching is like a hobby for me

61. Teaching is a respectable job

Items Removed

1. It seems that my friends are more interested in their teaching job
2. I feel fairly well satisfied with my present teaching job
3. I am satisfied with my teaching job for time being
4. I feel that I am happier in teaching than most other people
5. I like teaching better than the average teacher does
6. I am disappointed that I ever took teaching job
7. the people with who I work talk too much
8. student parents encourage their children to be a school teacher
9. These days it is being fool expect respect from students

Section III

Direction: The following statements refer to teachers' teaching and teaching related tasks in implementing school curriculum. You are requested to give your **honest opinion about your own performance** of the tasks by circling the number of your choice. The numbers represent level of performance of each task given. KEY: 1 = **Poor**, 2= **Satisfactory**, 3 = **Good**, 4= **Very good**, 5= **Excellent**

S.N	Teachers' teaching & teaching related tasks	Level of performance				
		1	2	3	4	5
1	Plans instruction to achieve desired objectives that reflect the curriculum guides.					
2	Develops plans that address immediate and long-range goals.					
3	Cooperates in planning instruction					
4	Completes the units and syllabus as planned					
5	Incorporates a variety of teaching methods.					
6	Uses different teaching aids, technology, and other resources to support student learning					
7	Makes learning relevant by connecting students' prior knowledge and experiences to the learning process.					
8	Relates students' development to instruction					
9	Values students' ideas					
10	Teaches in a clear and logical manner					
11	Engages and maintains students in active learning.					
12	Differentiates instruction based on student diversity and individual needs.					
13	Uses a variety of informal and formal assessments					
14	Provides timely and specific feedback					
15	Collects and maintains assessment data records.					
16	Establishes rapport/relationship/ with other teachers & students in a climate of trust and respect					
17	Recognizes and fosters(promotes) appreciation of diversity					
18	fair in pupil relations					
19	Engages students in the learning process.					
20	Implements classroom and school rules and routines fairly and consistently.					
21	Provides a safe and positive learning environment(exhibits skill in managing class)					
22	Maximizes instructional time					
23	Facilitates a student-centered learning environment					
24	Maintains a positive pattern of professional behavior (e.g., appearance, punctuality, and attendance).					
25	Respects and maintains confidentiality/privacy.					
26	Performs assigned school duties and follows policies and procedures.					

27	Demonstrates knowledge and skills relevant to the subject area(s) taught.	1	2	3	4	5
28	Serves on school and/or division committees and supports school activities.	1	2	3	4	5
29	Demonstrates commitment to teaching	1	2	3	4	5
30	Sets measurable and appropriate achievement goals for student progress.	1	2	3	4	5
31	Uses assessment data to regularly monitor student progress and modify instruction as needed.	1	2	3	4	5
32	Identifies and establishes additional means of support to increase the achievement level for all groups of students.	1	2	3	4	5

Items

1-3, planning

4-12, lesson presentation

13-15, assessment

16-23, management

24- 29, professionalism

30-32, commitments for student learning

Items Removed after comment:

24. Uses precise language and acceptable forms of oral and written expression

25. Explains directions, concepts, and lesson content to students in a logical, sequential, and age appropriate

35. Ready to help students in lessons and other problems

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND
TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES

Teachers' performance rating questionnaire for Department Heads

As we all know teachers play important roles in implementing the school curriculum which is intended to meet a nation's aim of education. Their performances in implementing curriculum could be affected by many factors in the schools or outside schools. Knowledge and intervention to teachers' problems is thought to increase the degree of curriculum implementation. This questionnaire you are requested to fill is to find out what factors would affect teachers' job attitude (job satisfaction) and its effects on teachers' job performance in implementing the curriculum.

In order to know the performances of teachers' at your school your cooperation is very much important. Therefore, I would like you to fill the performance rating questionnaires genuinely.

Please be sure that your performance ratings will be kept confidential and no one reads it except the researcher.

Thank you, in advance, for time and effort

Direction: The following statements refer to teachers' teaching and teaching related tasks in implementing school curriculum. You are requested to give your honest opinion by circling the number of your choice. The numbers represent level of performance of each task given. KEY: 1 = **Poor**, 2= **Satisfactory**, 3 = **Good**, 4= **Very good**, 5= **Excellent**

The subject the teacher currently teaching _____ Grade level _____

S.N	Teachers' teaching & teaching related tasks	Level of performance				
		1	2	3	4	5
1	Plans instruction to achieve desired objectives that reflect the curriculum guides.	1	2	3	4	5
2	Develops plans that address immediate and long-range goals.	1	2	3	4	5
3	Cooperates in planning instruction	1	2	3	4	5
4	Completes the units and syllabus as planned	1	2	3	4	5
5	Incorporates a variety of teaching methods.	1	2	3	4	5
6	Uses different teaching aids, technology, and other resources to support student learning	1	2	3	4	5
7	Makes learning relevant by connecting students' prior knowledge and experiences to the learning process.	1	2	3	4	5
8	Relates students' development to instruction	1	2	3	4	5
9	Values students' ideas	1	2	3	4	5
10	Teaches in a clear and logical manner	1	2	3	4	5
11	Engages and maintains students in active learning.	1	2	3	4	5
12	Differentiates instruction based on student diversity and individual needs.	1	2	3	4	5
13	Uses a variety of informal and formal assessments	1	2	3	4	5
14	Provides timely and specific feedback	1	2	3	4	5
15	Collects and maintains assessment data records.	1	2	3	4	5
16	Establishes rapport/relationship/ with other teachers & students in a climate of trust and respect	1	2	3	4	5
17	Recognizes and fosters(promotes) appreciation of diversity	1	2	3	4	5
18	fair in pupil relations	1	2	3	4	5
19	Engages students in the learning process.	1	2	3	4	5
20	Implements classroom and school rules and routines fairly and consistently.	1	2	3	4	5
21	Provides a safe and positive learning environment(exhibits skill in managing class)	1	2	3	4	5
22	Maximizes instructional time	1	2	3	4	5
23	Facilitates a student-centered learning environment.	1	2	3	4	5
24	Maintains a positive pattern of professional behavior (e.g., appearance, punctuality, and attendance).	1	2	3	4	5
25	Respects and maintains confidentiality/privacy.	1	2	3	4	5

26	Performs assigned school duties and follows policies and procedures.	1	2	3	4	5
27	Demonstrates knowledge and skills relevant to the subject area(s) taught.	1	2	3	4	5
28	Serves on school and/or division committees and supports school activities.	1	2	3	4	5
29	Demonstrates commitment to teaching	1	2	3	4	5
30	Sets measurable and appropriate achievement goals for student progress.	1	2	3	4	5
31	Uses assessment data to regularly monitor student progress and modify instruction as needed.	1	2	3	4	5
32	Identifies and establishes additional means of support to increase the achievement level for all groups of students.	1	2	3	4	5

Appendix B.

Table I. One-Way ANOVA test for perception of teachers, based on marital status, about the measured job satisfaction factors (N=87)

Variables		Sum of Squares	Df	Mean Square	F _{ratio}	prob.
Satisfaction with teaching	Between Groups	.189	2	.094	.276	.760
	Within Groups	28.726	84	.342		
	Total	28.915	86			
Satisfaction with freedom	Between Groups	1.142	2	.571	.621	.540
	Within Groups	77.289	84	.920		
	Total	78.431	86			
Satisfaction with supervision	Between Groups	.266	2	.133	.254	.777
	Within Groups	44.000	84	.524		
	Total	44.265	86			
Satisfaction with colleagues	Between Groups	.307	2	.154	.674	.512
	Within Groups	19.147	84	.228		
	Total	19.454	86			
Satisfaction with salary	Between Groups	.357	2	.179	.981	.379
	Within Groups	15.288	84	.182		
	Total	15.645	86			
Satisfaction with promotion	Between Groups	1.366	2	.683	.865	.425
	Within Groups	66.319	84	.790		
	Total	67.685	86			
Satisfaction with working conditions	Between Groups	.875	2	.437	.902	.410
	Within Groups	40.731	84	.485		
	Total	41.605	86			
Satisfaction with respect	Between Groups	.674	2	.337	.870	.423
	Within Groups	32.554	84	.388		
	Total	33.229	86			
Satisfaction with student behavior	Between Groups	.084	2	.042	.171	.843
	Within Groups	20.722	84	.247		
	Total	20.806	86			
Satisfaction with recognition	Between Groups	.743	2	.372	.507	.604
	Within Groups	61.583	84	.733		
	Total	62.326	86			
Satisfaction with achievement	Between Groups	3.028	2	1.514	2.263	.110
	Within Groups	56.197	84	.669		
	Total	59.226	86			
Satisfaction with participation	Between Groups	1.567	2	.784	.845	.433
	Within Groups	77.887	84	.927		
	Total	79.454	86			

Appendix C.

Table 2. One-way ANOVA for perceptions of teachers about job satisfaction factors on based their qualification (N=87)

		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction with teaching	Between Groups	.326	2	.163	.479	.621
	Within Groups	28.589	84	.340		
	Total	28.915	86			
Satisfaction with freedom	Between Groups	.961	2	.480	.521	.596
	Within Groups	77.470	84	.922		
	Total	78.431	86			
Satisfaction with supervision	Between Groups	1.011	2	.505	.981	.379
	Within Groups	43.255	84	.515		
	Total	44.265	86			
Satisfaction with colleagues	Between Groups	.845	2	.422	1.906	.155
	Within Groups	18.609	84	.222		
	Total	19.454	86			
Satisfaction with salary	Between Groups	.219	2	.109	.595	.554
	Within Groups	15.426	84	.184		
	Total	15.645	86			
Satisfaction with promotion	Between Groups	3.196	2	1.598	2.081	.131
	Within Groups	64.489	84	.768		
	Total	67.685	86			
Satisfaction with working conditions.	Between Groups	1.087	2	.544	1.127	.329
	Within Groups	40.518	84	.482		
	Total	41.605	86			
Satisfaction with respect	Between Groups	.081	2	.041	.103	.902
	Within Groups	33.147	84	.395		
	Total	33.229	86			
Satisfaction with student behavior	Between Groups	.623	2	.311	1.296	.279
	Within Groups	20.183	84	.240		
	Total	20.806	86			
Satisfaction with recognition	Between Groups	1.522	2	.761	1.051	.354
	Within Groups	60.805	84	.724		
	Total	62.326	86			
Satisfaction with achievement	Between Groups	.291	2	.146	.208	.813
	Within Groups	58.934	84	.702		
	Total	59.226	86			
Satisfaction with participation	Between Groups	3.515	2	1.758	1.944	.149
	Within Groups	75.939	84	.904		
	Total	79.454	86			

Appendix D.

Table 3. Pair wise Comparisons of job performances by sex as rated by the teachers

Dependent Variable	(I) sex	(J) sex	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
						Lower Bound	Upper Bound
planning lesson	male	female	.056	.157	.724	-.257	.369
	female	male	-.056	.157	.724	-.369	.257
Presenting lesson	male	female	.350(*)	.141	.015	.070	.629
	female	male	-.350(*)	.141	.015	-.629	-.070
assessment	male	female	.313	.197	.116	-.079	.705
	female	male	-.313	.197	.116	-.705	.079
management	male	female	.257	.151	.093	-.044	.557
	female	male	-.257	.151	.093	-.557	.044
professionalism	male	female	.200	.149	.184	-.097	.498
	female	male	-.200	.149	.184	-.498	.097
Commitment for learning	male	female	.052	.175	.765	-.296	.401
	female	male	-.052	.175	.765	-.401	.296

Based on estimated marginal means

* The mean difference is significant at the .05 level.

Appendix E

Table 4. One- Way ANOVA of job performances: based on age

Variables		Sum of Squares	df	Mean Square	F	Sig.
planning lesson	Between Groups	1.979	6	.330	.783	.586
	Within Groups	33.725	80	.422		
	Total	35.704	86			
Presenting lesson	Between Groups	.914	6	.152	.412	.869
	Within Groups	29.603	80	.370		
	Total	30.517	86			
assessment	Between Groups	7.037	6	1.173	1.859	.098
	Within Groups	50.475	80	.631		
	Total	57.512	86			
management	Between Groups	.699	6	.117	.280	.945
	Within Groups	33.315	80	.416		
	Total	34.014	86			
professionalism	Between Groups	2.372	6	.395	1.039	.406
	Within Groups	30.445	80	.381		
	Total	32.817	86			
Commitment for learning	Between Groups	3.931	6	.655	1.303	.266
	Within Groups	40.235	80	.503		
	Total	44.166	86			

Appendix F:

Table 5. One-way ANOVA of job performances (based on year of teaching experiences)

Variables		Sum of Squares	df	Mean Square	F	Sig.
planning lesson	Between Groups	2.680	6	.447	1.082	.380
	Within Groups	33.024	80	.413		
	Total	35.704	86			
Presenting lesson	Between Groups	1.364	6	.227	.624	.711
	Within Groups	29.153	80	.364		
	Total	30.517	86			
assessment	Between Groups	4.766	6	.794	1.205	.312
	Within Groups	52.746	80	.659		
	Total	57.512	86			
management	Between Groups	.596	6	.099	.238	.963
	Within Groups	33.418	80	.418		
	Total	34.014	86			
professionalism	Between Groups	1.204	6	.201	.508	.801
	Within Groups	31.614	80	.395		
	Total	32.817	86			
Commitment for learning	Between Groups	5.476	6	.913	1.887	.093
	Within Groups	38.691	80	.484		
	Total	44.166	86			

Appendix G

Table 6. One-way ANOVA of job performances (based on qualification)

		Sum of Squares	df	Mean Square	F	Sig.
planning lesson	Between Groups	.794	2	.397	.955	.389
	Within Groups	34.910	84	.416		
	Total	35.704	86			
Presenting lesson	Between Groups	.175	2	.087	.242	.786
	Within Groups	30.343	84	.361		
	Total	30.517	86			
assessment	Between Groups	.213	2	.107	.156	.855
	Within Groups	57.298	84	.682		
	Total	57.512	86			
management	Between Groups	.569	2	.284	.714	.493
	Within Groups	33.446	84	.398		
	Total	34.014	86			
professionalism	Between Groups	.095	2	.047	.121	.886
	Within Groups	32.723	84	.390		
	Total	32.817	86			
Commitment for learning	Between Groups	1.629	2	.814	1.608	.206
	Within Groups	42.537	84	.506		
	Total	44.166	86			

Appendix H

Table 7. Paired Samples Correlations (relationship between teachers & department heads perception of teachers job performances)

	N	Correlation	Sig.
Pair 1 planning lesson	87	.004	.969
Pair 2 Presenting lesson t	87	.078	.474
Pair 3 assessment	87	.164	.129
Pair 4 management	87	.396	.000
Pair 5 professionalism	87	.257	.016
Pair 6 Commitment for student learning	87	.142	.188

Appendix I.

Table 8.pearson correlation coefficients between teachers level of satisfaction and department heads perceptions about teachers' performances

Variables	Planning	lesson presentation	assessment	management	professionalism	Commitment for stu. learning
Satisfaction with teaching	.233(*)	-.005	.164	.215(*)	.154	.202
prob	.030	.962	.129	.046	.153	.061
Satisfaction with freedom	.167	.142	.120	.232(*)	-.106	-.071
Prob.	.123	.189	.270	.031	.329	.511
Satisfaction with supervision	.051	.044	.001	.062	-.073	.038
prob	.642	.685	.991	.569	.500	.725
Satisfaction with colleagues	.043	.161	.119	.090	.123	.168
prob	.695	.137	.273	.405	.257	.119
Satisfaction with salary	.058	-.077	.034	-.020	-.006	-.031
prob	.591	.478	.751	.857	.956	.778
Satisfaction with promotion	.092	.075	-.002	.196	-.045	.061
prob	.396	.489	.983	.069	.678	.574
Satisfaction with working conditions.	.183	.172	.175	.132	.117	.167
prob	.090	.112	.106	.222	.281	.123
Satisfaction with respect	-.128	-.117	-.092	-.168	-.154	-.018
prob	.238	.279	.394	.121	.154	.868
Satisfaction with student behavior	.067	.103	.123	.228(*)	.131	.118
prob	.538	.341	.256	.034	.227	.276
Satisfaction with recognition	.049	.099	.111	.241(*)	.166	-.050
prob	.654	.361	.308	.025	.124	.645
Satisfaction with achievement	.046	-.007	-.083	.140	.094	.193
prob	.674	.951	.444	.197	.389	.074
Satisfaction with participation	-.065	.029	.155	.050	.120	-.040
prob	.551	.787	.153	.649	.268	.713

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

Declaration

I, the undersigned, declare that this thesis is my original work and the materials used for this thesis have been duly acknowledged

Name: Gashaw Hunde

Signature: _____

Date : _____

This thesis has been submitted for examination with my approval as University advisor

Name: Dr. Solomon Areaya

Sign. _____

Date: _____