



**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE SCHOOL CLIMATE FACTORS THAT AFFECT TEACHERS' JOB  
SATISFACTION: A COMPARATIVE ANALYSIS BETWEEN PUBLIC AND  
PRIVATE SECONDARY SCHOOLS IN SHASHEMENE CITY  
ADMINISTRATION.**

**BY: LETA GEDA DEKEMO**

**AUGUST 2021**

**ADDIS ABABA ETHIOPIA**

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SECONDARY SCHOOLS IN SHASHEMENE CITY ADMINISTRATION**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS  
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## DECLARATION

I, Leta Geda Dekemo declare that this research work entitled:-**The school climate factors that affect teachers' job satisfaction: A comparative analysis between public and private secondary schools in shashemene city administration** was an outcome of my own effort and study. As a result, all sources of materials used for the study had been duly acknowledged. I had produced it independently except for the guidance and suggestion of the research advisor. This research had not been submitted for any degree in this university or any other university. It was submitted for the partial fulfillment of the degree of Masters of Art in Educational Leadership and Management.

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Advisor: Demoze Degafa (PhD)

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## APPROVAL

This is to certify that the thesis prepared by Leta Geda Dekemo, “**The school climate factors that affect teachers’ job satisfaction: A comparative analysis between public and private secondary schools in shashemene city administration**” and submitted in partial fulfillment of the requirements for the Masters of Art in Educational Leadership and Management complied with the regulations of Addis Ababa University met the accepted standards with respected quality.

**Signed by the examining committee**

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## **ABSTRACT**

*The major purpose of this study was to assess and compare the school climate factors that affect teachers' job satisfaction in private and public secondary schools in Shashamane City Administration. To achieve this purpose, mixed approach (both the qualitative and quantitative) was employed. Data was collected from teachers, and directors of both schools through questionnaire, and interview. Thus, the researcher has surveyed 82 teachers from public and private secondary schools through a self-constructed structured questionnaire that focused on five work factors that were identified during the literature review namely salary and benefit, management, work characteristics, interpersonal relationships and organizational policy. Data analysis was made using the Statistical Packages for Social Science studies (SPSS). Percentage, mean, standard deviation, t-test, Pearson correlation, and one-way analysis of variance (ANOVA) employed to identify if there were significant difference, similarity and relationship among the responses of the respondents on several variables. Moreover personal correlation was used to see the relationship between the factors that affect teacher's satisfaction. In the second, namely the qualitative phase, interviews were conducted with a sample of 10 directors who were purposefully selected. Data were analyzed qualitatively in narrative form and used to supplement and/or triangulate the responses given and the results obtained through the questionnaires. The data were analyzed thematically by using the constant comparative method. Accordingly, the result of the study has revealed that the teachers' intimate behavior, a teacher engagement and supportive principal behavior have a direct and significant effect on job satisfaction. The principal directive behavior emerged as the primary dissatisfying aspect of all the work factors. The other areas of dissatisfactions related to teacher workload, school facility, leadership and administration, the lack of decision-making opportunities for the teachers, lack of promotion and recognition, student disciplinary problem and organizational rule and policies implemented in rowing way. Overall, public secondary school teachers were more satisfied than private secondary school teachers because of the permanency of the school. In addition, among the four school climate factors, except teachers frustrated behavior all identified factors were found to have statistically significant correlations with job satisfaction. Finally, recommendations were made in order to enhance the job satisfaction of both private and public secondary school teachers in Shashamane City Administration, and for further research.*

## ACRONYMS

<b>EMIS</b>	Educational Management Information System
<b>MSJQ</b>	Minnesota Job Satisfaction Questionnaire.
<b>OCDQ</b>	Organizational Climate Description Questionnaire.
<b>SCAED</b>	Shashemene City Administration Education Department
<b>SPSS</b>	Statistical Package for Social Sciences.

# CHAPTER ONE

## Introduction

It is known that in the school there are teachers, students, school principals and other administrative or supportive staff together with the non-human resources. The interactions of these different bodies within the school affect teacher's job satisfaction either positively or negatively. Even though school climate factors vary from school to school, it is important to investigate their impact on teachers' job satisfaction

### 1.1. Background of the Study

Schools are social institutions (Getzels & Guba, 1970). Within school organizations, there are students, teachers, administrators, and many kinds of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationships among many kinds of people in schools are varied and complex. Only if those relationships are understood and generally accepted can the school organization function effectively (Campbell, Cornball & NY strand, 1983).

Characteristics of schools, such as the physical structure of school buildings and the interactions between students and teachers, are two diverse factors that both affect and help to define the broad concept of school climate. School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. The elements that comprise a school's climate are extensive and complex. As a result, factors like number and quality of interactions between adults and students( Kuperminc, Leadbeater and Blatt, 2001); students' and teachers' perception of their school environment, or the school's personality (Johnson & Zimmerman,1996) environmental factors such as the physical buildings and classrooms, and materials used for instruction; academic performance (Johnson & Johnson 1993) feelings of safeness and school size (Freiberg 1998) and feelings of trust and respect for students and teachers (Manning & Saddle mire, 1996), are all factors related to school climate.

In this regard, school climate is multi-dimensional and influences many individuals including students, parents, school personnel, and the community. Additionally, school climate can

significantly impact educational environments, as (Freiberg 1998,22) notes, “school climate can be a positive influence on the health of the learning environment or a significant barrier to learning”.

Every educational organization has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school (Sergiovanni & Starratt, 1988). As it is cited by (Robert B. Kott Kamp (2004) Hoy & Miskel, (1987), Tagiuri (1968) put simply, the organizational climate of a school is the set of internal characteristics that distinguishes one school from another and influences the behavior of its members. In more specific terms: school climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools.

As for schools, climate is a necessary link between organizational structure and teacher attitude and behavior. It was found that formal characteristics of schools had an important influence on the way in which teachers’ perceived climate George & Bishop (1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction Sergiovanni & Starratt (1988).

According to Johnson (2006) teachers who feel that they are safe in the workplace, have adequate supplies and access to professional development and career growth opportunities will have higher levels of job satisfaction. But teachers who are not satisfied with their job could not be committed and productive.

## **1.2. Description of the study area**

Shashemene is the capital of West Arsi Zone which is one of the Zones in Oromia Regional State. Based on the 2010 E.C Population Census, the population size of Shashemene was 102,062 of which 51,477(50.4%) are males and 50,585 (49.6%) are females. The present population size is estimated to exceed 150,000. According to SCAED(Shashamane City Administration Education Department of 2010 E.C) there are six public secondary schools of which three are general secondary and the rest three are preparatory schools and seven private schools of which five of them are general secondary and two of them are preparatory schools. Both school types

are located according to the settlement and the need of the population within the city. In these secondary schools there are 285 in public and 100 in private a total of 385 teachers are teaching in secondary schools of the Shashemene City Administration 2013 E.C academic year.

### **1.3. Statement of the Problem**

In any education system the secondary level is a very important stage as it is a link between the elementary and higher education. Secondary School teachers have to work hard to prepare the young students for future education. As it is seen from past and present experiences most of the teachers are not interested in teaching profession and looking for other organizations to be employed. As cited by Richard (2011) many studies have searched for the reasons teachers leave the profession. A number of factors are shown to contribute, such as low salaries, discipline problems, school climate, and working conditions. If they are not given due reward for their services, their satisfaction level decreases and they will be unable to perform their duty properly. Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mbua, 2003). This implies that motivated and satisfied secondary school teachers are most likely to affect the students' learning positively, while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators have to pay special attention to the phenomena of satisfaction and job satisfaction.

As it is observed from the physical view point of schools, there are different factors that affect teachers' job satisfaction, such as students' background, school principals leadership ability, staff members' interpersonal communication, work load, parental influence, the physical safety of the school and etc. These factors may cause teachers to leave or turnover their teaching job.

In relation to the rapid expansion of schools in our country, the number of both school types (public and private secondary schools) are dramatically increasing from time to time in the country as a whole including the study area and significant number of teachers are teaching in those schools.

This research would attempt to answer the following basic questions.

1. What are school climate factors that affect teachers' job satisfaction in public and private secondary schools of the study area?
2. How does public and private secondary school differ in terms of factors that affect teachers' job satisfaction?
3. How is the relation of student- teachers' interaction affect teacher's job satisfaction?

## **1.4. Objectives**

### **1.4.1. General Objective**

The main purpose of this study was to examine the school climate factors that affect teachers' job satisfaction and to carry out the comparative analysis between two school types (public and private secondary schools) in Shashemene City Administration.

### **1.4.2. Specific objectives**

The specific objectives of this study were:

1. To examine the school climate factors which are affecting teachers' job satisfaction in secondary schools of Shashemene City Administration.
2. To find out the difference between public and private secondary schools in terms of the school climate factors for, teachers' job satisfaction and their effect.
3. To assess how teacher's relation with their students affect their job satisfaction.

## **1.5. Significance of the Study**

The researcher strongly believes that many researchers have been conducted (Harmer, C. and Smith, F., 1978).in the area of the problem and different ideas were forwarded to the concerned bodies. The researcher realized from the literature that most of the studies (Perier, M. and Baker, P. 1997) were done either in public or private secondary schools especially in our country's context due to different factors and motives. It is this reality that motivated the researcher to conduct the comparative analysis between public and private secondary schools which are found in Shashemene City Administration. Because of the above mentioned fact, the study would have the following significance:

- It may create awareness among concerned decision makers to develop better ways to improve teachers' job satisfaction.
- It helps the school management to give more emphasis on school climate factors which affect secondary school teachers' job satisfaction.
- It helps create awareness, to educational policy makers and other stockholders about the problems and work hard to play their role as to create conducive school climate.
- It may help teachers to see and evaluate themselves in the endeavor of bringing job satisfaction for themselves.

### **1.6. Delimitation of the Study**

This study was conducted in public and private schools in Shashemene City Administration and it dealt with the assessment of the effect of school climate on teachers' job satisfaction and carried out comparative analysis between the two school types .There are different factors that affect teachers' job satisfaction, but in this study only the effects of school climate factors on job satisfaction was considered. These are believed to have significant correlation with teachers' job satisfaction.

To keep the consistence between the two school types and to maintain its manageability the study was delimited only to ten secondary schools out of the total thirteen secondary schools of which five of them (Kuyera Secondary, Millenium Secondary, Kuyera Preparatory, Shashemene Secondary and Shashemene Preparatory) are public and the rest five (Langano Secondary, Leadstar Secondary and Preparatory, Paradise Secondary and Preparatory, Selam Secondary and Hawi Boru Secondary) are private secondary schools. Therefore, to make the study simple and manageable five public and five private secondary schools in Shashemene City Administration were selected using purposive sampling based on school with large number of teacher population and old age of the school in the Shashamane city Administration.

### **1.7. Limitation of the study**

As any research work, the researcher has found it challenging to conduct this study. Some of the limitations to be mentioned are time, finance, Covid 19 pandemics which was the reason for the interruption of the schools and in turn delayed the completion of my theses because of the title is attached to the school teachers. Political instability which cutoff the physical communication between researcher and advisor was also another problem. Due to the above mentioned constraints, it has become challenging for the researcher to complete the research work at the proposed time interval. Reluctance of some principals and teachers to fill and return the questionnaire within the given time interval was also another limitation of the study. However, the researcher tried to overcome these problems as much as possible and produced this research work. As the result, there was no negative impact made due to such limitation because 100% of questionnaires completed and returned after persistent and continuous follow up.

### **1.8. Operational Definition of Key Terms**

**School Climate:** the work environment of the school that reflects the relationships among teachers, the interaction between students and teachers, and the relation of teachers with principals.

**Job Satisfaction:** how safe teachers feel and satisfying their relationships are with students, staff members, and school principals.

**Public Secondary Schools:** in the context of the study, public secondary schools imply schools which are governed and owned by Shashemene City Administration Education Office.

**Private Secondary Schools:** in the context of the study, private secondary schools imply schools which are governed by private owners or PLCs.

**Secondary School:** in the context of the study, secondary School implies the school that operates grades 9-10

**Preparatory school:** In the context of the study, preparatory school implies school that operates grade 11-12.

**Intrinsic Job satisfaction:** is a job satisfaction which depends on the individual characteristics of a person. (Hoy, W. K., Tarter, C. J., &Kott kamp, R. B. 1991).

**Extrinsic Job satisfaction:** is a job satisfaction which is situational and depends on the environment.( Hoy et al. 1991).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter deals with the review of related literatures. It deals with the concept of school climate and school climate parameters, teacher work motivation, and locally and internationally done researches are also reviewed for further investigation for final finding of the research.

#### **2.1 School Climate**

Definitions of climate in literature tend to be verifiable rather than empirically. Tagiuri (1968) defined school climate and atmosphere as summary of concepts dealing with the total environmental quality within an organization. According to Tagiuri,(1968) dimensions of an environment include its ecology the physical and material aspects, its milieu the social dimensions concerned with the presence of persons and groups, its social system the social dimension concerned with the patterned relationships of persons and groups, and its culture the social dimension concerned with belief systems, values, cognitive structures, and meaning.

Conceptualization of School Climate with Tagiuri's (1968) Taxonomy, Including Categorie. From Moos (1974) and Insel and Moos developed a similar categorization device to conceptualize the climate/human environment. Their delineation of human environments, called social ecology, involves human interactions with physical and social dimensions of the environment. In their system, climate and psychological characteristics are one of six approaches to human environment. Others include ecological factors, behavior settings, organizational structure and functional dimensions of specific situations. Tagiuri's system is preferable to Moos' because it reflects the growing consensus of many climate researchers that school climate includes the total environmental quality within a given school building.

School climate is a broad term that refers to teachers perceptions of the general work environment of the school; it is influenced by the formal organization, informal organization, personalities of participants, and organizational leadership. The set of internal characteristics that distinguish one school from another and influence the behavior of each member is the organization climate of the school. More specially, school climate is a relatively enduring

quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools ( Yekunoamlak ,2010).

School climate refers to the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures Cohen [www.Edpubs.JOV/ document/edoo-5207.pdf](http://www.Edpubs.JOV/document/edoo-5207.pdf).He further explained that school climate has a profound impact on teachers' job satisfaction. Naturally, how safe teachers feel, how connected they are to the school, how satisfying their relationships are with students and fellow adults all powerfully color how they feel about teaching in a given school. In general a sense of control in the classroom and relationships with students, school principals and other staff can have a positive or negative influence on teachers' job satisfaction.

Spencer et al (1998) suggested the atmosphere of the workplace, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group patterns of behavior. Organizational climate is the characteristics that distinguish an organization from other organizations and the influence the behavioral of people in the organizations.

As Sergiovanni &Starratt: (1988) cited in Gumby (2010) every educational organization has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school. A sustainable positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes: norms, values and expectations that support people feeling socially, emotionally and physically safe Cohen (2009).

According to Marshal (2004), characteristics of schools, such as the physical structure of a school building and the interactions between student and teacher, are two diverse factors that both affect and help to define the broad concept of school climate. School climate is multi-dimensional and influences many individuals, including students, parents, school personnel and the community.

## **2.2. School Climate Parameters**

The school climate instrument applied in this study: the Organizational Climate Description Questionnaire( OCDQ) was used to define the parameters of this literature review. In the OCDQ, supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior were dimensions of school climate. Each of these aspects of school climate was explored to understand the current research related to each of the factors of school climate.

### **2.2.1 Principal Behavior**

*Supportive Principal Behavior:* Supportive principal behavior is characterized by the administrator's role in facilitation and interaction toward employees. A school with a high level of supportive principal behavior has a principal who is helpful, concerned, and motivating. This principal sets the example of hard work and dedication as constructive criticism is used to make improvements around the school Hoy et al. (1991). The research in this field can be divided into two categories. First, the administrative function includes administrative expectations, facilitation, and satisfaction. The second category is the support and interactions between the administrators and the faculty.

*Administrative function:* The amount of support and time managers devote to administrative functions affect the climate within the school. An effective administrator's work level is devoted to the administrative functions of the school and its internal efforts. To be effective, the principal must create ways to develop trust, loyalty, commitment, and satisfaction within the faculty and students of the school. This becomes a cyclical effect and is most valuable when the faculty feeds off the principals' commitment and the school's resources are allocated and dispersed amongst the faculty. To further improve the school climate and to create an open and healthy climate, the manager should maintain high expectations for the faculty and students Halpin & Croft (1962), Hoy & Feldman, (1987) and Parsons, (1967).

*Administrative support:* A principal's relationship with the faculty can have a great influence on the climate of the school. Trust and loyalty between the principal and faculty can be fostered through an open climate, where teacher and principal behavior is supportive,

genuine, and engaged. This positive interaction between teacher and principal translates to students, as the children become more engaged in an open school environment. Fraser, (2001); Goddard, Hoy, & Hoy (2000).

Aldair ,(1988), Blasé, (1998), and Hoy and Miskel ,(1996) found that effective management of individuals entails understanding each team member as an individual and observing the worker's skills, strengths, and needs in order to develop an open and trusting school climate. An effective manager assists the employees in their plans, problems, and challenges. The manager provides recognition and praise to individuals by rewarding with advancement in status, title, and responsibility. Capabilities and strengths must be developed in workers to develop individual freedom and authority. Teachers perform better when principals make suggestions and give frequent feedback. They also admire a principal who models the desired behavior. Faculty empowerment, regular feedback, and continual support are suggested methods that managers can use in meetings and in the classroom to help improve teacher performance and job satisfaction. The teachers support a principal who promotes companionship among the faculty, and who encourages new programs.

*Supportive principal behavior summary:* Certain qualities in a principal were found to promote a positive school climate. Teachers perform better when principals make suggestions and give frequent feedback. Educators admire a principal who models desired behavior by showing respect in meetings and during classroom observations. Teachers respond well to administrators who empower faculty, give frequent feedback, and provide support. A principal is also appreciated when friendship is promoted among the faculty, and through encouragement of new programs (Aldair (1988), Blasé & Blasé 1998, Halpin & Croft 1962 and Hoy & Feldman, 1987).

*Directive Principal Behavior:* Directive principal behavior is rigid and domineering leadership. In this style of leadership, the principal is overly involved with all teachers and school activities. This style of leadership has been called ruling with an iron fist or micromanaging. Managing an organization with this method typically leads to a closed school or one with a poor climate. This is undesirable as a closed school has a more old-fashioned viewpoint and is less accepting of new ideas and new teaching methodologies Halpin & Croft (1962). The study of directive principal behavior requires the understanding and effects of the management style

as well as the converse leadership style, the participative approach. Managers' leadership methods fall in a continuum between these two distinctive styles. Directive principal behavior identifies the authoritative leadership style and the participative approach is the collaborative or democratic style of leadership.

*Authoritative approach:* The authoritative style of leadership uses money and benefits as motivators. Managers who use this style believe the average person prefers to be directed as they avoid responsibility. This theory assumes that employees want security, due to a lack of ambition. In this theory, employees' lower level needs are met but a worker will lose satisfaction once these need are met Maslow (1954). According to the authoritative approach, a worker will meet the lower needs at work and the higher needs in leisure time. Research into this style of management has found that money may not be the most effective way to self-fulfillment and employees can be most productive if managers use the alternate theory (McGregor, (1960).

*Participative approach:* The participative approach is the preferred method of managing a high performing corporation as it typically produces better results. According to this theory, employees should enjoy their job, and if they do, they will put forth as much effort into their job as they do their recreational activities. People will apply self-control in pursuit of their goals without the assistance of external threats or punishment. People seek authority and responsibility and are also capable of a high degree of imagination, that when organized, can help the company solve problems. Participative management style has benefits to the workers and the organization. Workers can meet their esteem and self-actualization needs if work is as enjoyable as play or rest. Committed and self-directed employees are more likely to meet their work objectives than those who are working under tight managerial control. When using participative management style in a place that addresses higher needs, workers are more committed to their objectives and seek responsibility through creativity and ingenuity. Teachers who provide and receive contingent rewards, and who are in an atmosphere of inspired group purpose, will have greater efficacy. Principals' behaviors influence teachers' work and outcomes. The principals who do not ignore their teachers' sense of efficacy and environmental

conditions will retain committed teachers, who increase their potential ( Hipp, (1996), McGregor, (1960).

### **Teacher Behavior**

*Engaged Teacher Behavior:* Engaged teacher behavior describes a faculty with high morale characterized by a supporting and caring faculty. A school with a high level of engaged teacher behavior will have teachers who work with pride, are friendly with students, and make extra time to help students with individual problems. Engaged teacher behavior defines a faculty in which teachers are committed to student success; enjoy their jobs, and support colleagues and students (Hoy & Miskel, (1996).

*Engaged teacher behavior summary:* Increasing the level of academic press and teacher empowerment are methods to improve a school's climate. This will not only improve teacher's attitudes, it will create a culture of dedication by the students and faculty, which will raise the academic achievement. Improving the teacher behavior aspect of school climate should improve the teachers' school pride, job satisfaction, and colleague support (Hoy & Miskel (1996).

*Frustrated Teacher Behavior:* Sweet land and Hoy, (2000) found characteristics leading to frustrated teacher behavior include frustration due to nonteaching duties and discouragement associated with paperwork. These characteristics lead to a lower school climate. Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. Frustrated teacher behavior is associated with teacher burnout which is prevalent as 13% of teachers leave the profession every year Viadero (2002) and nearly 30% within the first five years of teaching Darling-Hammond, (2001) Viadero (2002). Teacher retention is a greater problem in high poverty schools where 15% of teachers find other careers annually and a quarter of those cite dissatisfaction due to unhappiness and low pay Ingersoll (2001). Improving frustrated teacher behavior not only decreases teacher turnover rates, but also will improve student achievement ( Black, (2001). Research in school climate pertaining to frustrated teacher behavior is separated into the two categories: work environment and

teacher burnout. The study of work environment analyzes different types of workers and their personal satisfaction and response to varied methods of leadership. Teacher burnout analyzes the reasons educators leave the profession and investigates ways to keep workers in the vocation.

*Intimate Teacher Behavior:* Intimate teacher behavior identifies the teacher behaviors that lead to a strong school climate. These behaviors are characterized by a faculty with a strong and cohesive network of social relations. Schools with strong intimate teacher behavior have teachers who are close friends and socialize outside of school hours. This research area is divided into the manager's role in influencing intimate teacher behavior and the analysis of teachers as a cohesive unit.

### **2.2.2. Dimensions of School Climate**

As Cited by Jonathan Cohen and et.al (2009, 183-184), Freiberg, (1999) suggests Four Essential Dimensions of School Climate and some of the elements included within each dimension that color and shape school climate.

#### **I. Safety**

**A. *Physical:*** e.g., crisis plan; clearly communicated rules; clear and consistent violation response; People in the school feel physically safe; attitudes about violence.

**B. *Social-emotional*** e.g., attitudes about individual differences; students' and adults' attitudes about and responses to bullying; conflict resolution taught in school; belief in school rules.

#### **II. Teaching and Learning**

**a. *Quality of instruction:***e.g., high expectations for student achievement; all learning styles honored; help provided when needed; learning linked to "real life"; engaging materials; use of praise/reward; opportunities for participation; varied teaching methods; instructional leadership; creativity valued.

**b. *Social, emotional and ethical learning:*** e.g., social-emotional and academic learning valued/taught; varied "intelligences" appreciated; connections across disciplines.

**c. Professional development** :e.g., standards and measures used to support learning and continual improvement; professional development is systematic and ongoing; data-driven decision making linked to learning; school systems evaluated; teachers feel that this is relevant and helpful.

**d. Leadership: compelling** and clearly communicated vision; administrative accessibility and support; school leaders honor people at school.

### **III. Relationships**

**a. Respect for diversity:** positive adult-adult relationships between/among teachers, administrators, and staff; positive adult-student relationships; positive student-student relationships; shared decision-making; common academic planning opportunities; diversity valued; student participation in learning and discipline; peer norms linked to learning, cooperative learning, conflict-violence prevention; being able to say “no”

**b. School community & collaboration** :mutual support and ongoing communication; school-community involvement; parent participation in school decision-making; shared parent-teacher norms vis-à-vis learning and behavior; student family assistance programs.

**c. Morale and “connectedness”** :students are engaged learners; staff are enthusiastic about their work; students connected to one or more adults; students/staff feel good about school and school community.

**IV. Environmental-Structural** :cleanliness; adequate space and materials; inviting aesthetic quality and size of school; curricular and extracurricular offerings.

#### **2.2.3. Image of School Climate**

An overview of climate types found in the school climate research highlights both common elements and differences in the image of climate. As discussed by Carolyn Anderson (1982), descriptions of representative climate factors and/climate profiles are presented below.

*Coherent versus non coherent climate.* Wynne (1980) postulated these climate types on the basis of his detailed case study observation in hundreds of schools. Coherence, a

pervasive quality of good schools, includes variables that reflect clarity, purposefulness, good communication, consensus, and consistency. This climate portrait, unlike others presented here, was based on outside observers' evaluations of specific activities rather than on participants' perception of their school.

*Open versus closed climate.* Using the OCDQ, Halpin and Croft (1963) postulated a continuum of six climate types determined by a school's average score on the eight subsets. Subscales, based on teacher and principal perceptions, include characteristics of the group (teachers) and characteristics of leader (principal).

*Group characteristics include Disagreement,* the teachers' tendency to be 'not with it,' going through the motions only; *Hindrance:* teachers' feeling that the principal burdens them and does not facilitate their work; *Esprit:* teachers' feeling that their social needs are satisfied and that they have accomplished something; *Intimacy:* teachers' feeling of friendship towards each other or social need satisfaction without necessarily a sense of accomplishment.

*Leader characteristics include Aloofness:* principal is seen as formal and impersonal, guided by rules eschewing face-to-face contact, *Trust :* principal is seen as task oriented and wanting to move the organization; his efforts are viewed favorably; *Consideration:* principal is seen as treating teachers humanely, facilitating their efforts; and *Production Emphasis:* principal is seen as directive, using close supervision and one-way communication.

### **2.3 Conceptualization of Job Satisfaction**

Up on reviewing various literatures, it has been found out that many experts have explored in to the subject of job satisfaction and have come out with various kinds' definition of job satisfaction. Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact there is no final definition on what job represents. Therefore before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered. Different authors have different approaches towards defining job satisfaction. The most commonly mention definitions on job satisfaction are presented below.

Anderson, (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Anderson, (2001) notes that the definition incorporates both cognition (appraisal) and affects (emotional state) thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins, (2005) conforms to Anderson , (2001) by defining job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewstone and Stroebe, (2001) define job satisfaction as an effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met.

If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity.

Saiyadain , (2007) defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similar, job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay George, and Jones (2008) Darboe, (2003) defined job satisfaction as the extent to which a staff member has favorable or positive feelings about work or the work environment while Faragher, Cass and Copper, (2005) added another dimension; by defining it as being the positive emotional reaction and

attitudes individuals have towards their job. Job satisfaction means pleasurable emotional state of feeling that results from performance of work Simatwa (2011). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity Scott, (2004).

Similarly, Schmidt, (2007) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved Okpara (2006). Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment Kaliski (2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic satisfaction Statt (2004).

Additionally, job satisfaction has emotional, cognitive and behavioral components Bernstein & Nash (2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work Bernstein & Nash (2008). There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job") Mueller & Kim (2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to

manage") Mueller & Kim (2008). Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher Zambylas and Papanastasiou (2004).

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with satisfaction, but the nature of this relationship is not clear. Job satisfaction is not the same as satisfaction. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative Mullins (2005:74).

### **2.3.1 Job Satisfaction Factors/Dimensions**

Job satisfaction is a multidimensional construct. Thus different scholars identify different job satisfaction factors or facets Bolin (2007). However, the facets or factors they identify are somewhat similar. According to Herzberg and et al. (1959:80), the phenomenon of job satisfaction is associated with five main factors namely: "achievement, recognition, works itself, responsibility and advancement" which referred to as the "basic satisfiers" or "motivators" Herzberg et al. (1959:114). The seven major factors of job satisfaction that Vroom cited in Bolin (2007:49) are: "administration, promotion, job nature, superiors, salary remuneration, working conditions and colleagues." This implies that teacher job satisfaction can also be derived from what Herzberg refers to as "dissatisfies", that is, salary, company policies, administration and working conditions among others. Moreover, Davidson (2007) conducted a survey on teacher satisfaction in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teacher's accommodation, their promotion position, status and number of lessons allocated. This implies that they had a low level of job satisfaction. The current study is intended to examine what other factors behind teachers' job satisfaction there are besides teacher satisfaction, which the above researcher studied.

Furthermore, Greenberg and Baron (1995) factors that are associated with job satisfaction are of categories and these are organizational and individual determinants. According to them, the organizational determinants include: reward system, perceived quality of supervision, work and social stimulation and pleasant working conditions Greenberg & Baron (1995). Whereas,

the personal factors or determinants they list are: personality, job congruent with interest, status and seniority and general life satisfaction. This implies that job satisfaction is derived from both the organizational and the individual factors. In other words, in measuring workers job satisfaction one needs to study both the organizations and institutions in which they work and the individual employees themselves.

Shan, (2001) found that teachers derived their job satisfaction from the relationship they had with their pupils and thus this factor was ranked higher than the rest of the job facets. The other factor that was also important according to her is job security. Conversely, in her study, the aspect of pay was ranked as the least of all among the fourteen facets. In other words, the participants in the study expressed low satisfaction with this job facet.

According to Woods and Weasmer, (2002), workers job satisfaction is derived from collegial relationship that they enjoy at their place of work. It is very important for teachers to have time to share experiences. Ellis quoted in Latham, (1998), argues that teachers satisfaction and job satisfaction are associated with “intrinsic and extrinsic rewards”. Intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement, while the extrinsic ones include pay and job security Latham, (1998). This implies that in studying employees’ job satisfaction one has to incorporate these aspects. However, Roethlisberger in his article published in *Classics of Organization. Theory Sixth Edition* Shafritz et.,al. (2005) argues that salary is the main demand which a worker is making of his employment and that what an employee wants is simply to be assigned work that he or she is supposed to do and the amount of money they will earn by the end of the day for such a job and nothing else. This implies that money is the main source of satisfaction to some employees. Other workers derive their satisfaction from being accepted and recognized by their supervisors and co-workers. In other words, teachers like other employees, derive their satisfaction from acceptance and recognition. However, Maslow, (1987:7) argues that “the human being is a wanting animal and rarely reaches a state of complete satisfaction except for short time. As one of the desires is satisfied, another pops up to take its place. When this is satisfied, still another comes into the foreground, and so on. This implies that good pay, acceptance and

recognition do not make them always satisfied with their jobs. When teachers have indicated that they were satisfied with their job last year, it does not necessarily imply that they will be at the same level of job satisfaction presently or in the future.

According to Zembylas and Papanastasiou,(2006:235) who studied the sources of job satisfaction and dissatisfaction in Cyprus, it is claimed that teachers derive satisfaction from such aspects as: “working with children and seeing them grow and achieve, making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth”. They also found that pay, working time and vacation influence job satisfaction although they were not of great significances.

### **2.3.2 School Climate and Teachers Job Satisfaction**

There are different factors affecting teachers’ job satisfaction. From these factors school climate is the one. Based on this a number of theorists e.g. Argyris (1964),McGregor (1960) suggested that the social context, climate, or atmosphere created in the workplace have important consequences. Researchers proposed that organizational productivity was achieved through employee satisfaction and attention to workers’ physical and emotional needs; the conditions created in the workplace influenced the extent to which an employee was satisfied, gave his or her services whole heartedly to the organization, and performed up to potential in patterns of activity that were directed toward achieving the organization’s objectives. Borman et.al. (2003)

Gunbay, (2007) George and Bishop, (1971) indicated that for schools, climate is a necessary link between organizational structure and teacher attitude and behavior. It was found that formal characteristics of schools had an important influence on the way in which teachers’ perceived climate. Clearly, climate represents a composite of the meditating carioles that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni & Starratt, (1988).

Discussions of school climate are incomplete without including the professional climate among staff, teachers and administrators. District financial stain, concerns about job security

and uncertainty about the future can negatively affect morale and job satisfaction. A focus on school climate and relationships among teachers, staff and administrators can be challenging to maintain in the midst of these pressures. According to Johnson,(2006) teachers who feel that they are safe in the workplace, have adequate supplies and access to professional development and career growth opportunities will have higher levels of job satisfaction.

Abdullah et al, (2009) disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Teaching profession is facing problems related to teachers' job satisfaction. In addition to this job satisfaction is an important factor in teacher turnover, which is a concern for many districts and the profession as a whole. Schools with high teacher turnover may have a more difficult time organizing, planning and implementing a strong, clear curriculum, including intervention programs that address school climate issues like truancy, bullying or substance abuse. As Cohen mentioned in his interview included in this issue, nearly 50 percent of new teachers leave the profession within the first five years. In supporting this Tenefrancia, P.L (1980/1981) said that teachers in large schools showed greater job satisfaction than those in small schools as regards their job status and job information, but were dissatisfied with their income and failure to attain promotion and pay increase.

#### **2.4 School Climate Factors Associated with Teachers' Job Satisfaction**

Teacher's job dissatisfaction is associated with leadership or managerial incapability. Bolin (2007:59), in a study on teacher job satisfaction and factors that influence it, examined five dimensions that could possibly lead to job satisfaction, namely self-fulfillment, workload, salary, leadership and collegial relationships. The researcher's finding showed that teacher satisfaction was low with regard to the income dimension. In other words, teachers were not satisfied with their income.

Herzberg, Mausner and Snyderman (1959:81), list five factors that are said to influence workers job dissatisfaction and these are: company policy and administration, supervision, salary, interpersonal relations and working conditions." According to them those factors are referred to as dissatisfies. According to Shann (2001:69), "teachers were uniformly dissatisfied with their

level of participation in decision making.” This implies that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job. Additionally, previous research conducted in Cyprus revealed that the teachers job dissatisfaction was associated with “students misbehavior and lack of interest, a decline in teachers respect and status, power relationships with national authorities and teachers lack of voice in education decision-making processes”( Zembylas & Papanastasiou, (2006:244).

#### **2.4.1 Teacher- student Relation and Job Satisfaction**

As postulated by Cerit (2009:616), schools are organizations where strong human relations are expected, which includes the teachers’ relationships with the students. These relationships are highly significant for students, teachers, and for the effective running of the school in general.

Of all the relationships, the relationship between teachers and students is considered to be vital for positive educational outcomes in the school setting. It was found by Papanastasiou and Zembylas (2006:236) that the emotional relationships that teachers build with their students are central to how the teachers educate their students. A high quality of social integration between the student population and everybody in the school organization in general, and between students and teachers in particular, creates an atmosphere conducive to students benefiting from the teachers’ instruction, and for successful teaching and learning to take place.

With regard to the role of student-teacher relationships in satisfaction and learning, Davis (2003:212) stated in his review, that students’ relationships with teachers could either facilitate or hamper the satisfaction and learning of the students. Teacher-student relationships may have an impact on the students’ social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence Davis (2003:208). Thus, student-teacher interpersonal relationships have a high significance to determine the outcomes and the academic achievement of students Van Petegem, Aelterman, Van Keer, & Rosseel (2008). Put differently, it is not only the quality of the teacher’s teaching, but also the teacher-student relationship that is integral to successful teaching and learning.

The degree of relationship between teachers and students within the school may affect teachers' job satisfaction. The way students and teachers perceive their schools and the relationship exist in between them may also facilitate or hinder the teaching learning process. Creating positive relationships with students can lead to positive job satisfaction. A sense of control in the classroom and positive relationships with students and other staff lead to teacher job satisfaction. Teachers derive a great deal of satisfaction from feeling that they're having an impact on their students. Teachers with good classroom management skills experience less frustration on a daily basis and fewer negative feelings.

Abdullah et al (2009) said that although it is important that teachers in general are able to achieve an option level of satisfaction with all aspects of their job, the ultimate goals of any educational system is the achievement of a high level of academic performance by the students. A sense of control in the classroom and positive relationships with students and other staff lead to teachers' job satisfaction Gunbayi (2007).

A study by Perie, et al. (1997: IX) found that student behavior was strongly associated with the teachers' job satisfaction or lack thereof; the more favorable the student behaviors are, the higher the teachers' job satisfaction, and vice versa. This conclusion was supported by Marlow, Inmar, and Betancourt-Smith in Wright & Custer (1998:62), indicating that there was a significant relationship between the variables mentioned. According to Ingersoll and Smith (2003:32), teachers who are dissatisfied with their jobs often cite student disciplinary problems as a cause of their dissatisfaction. Liu and Meyer (2005) also found that the level of job dissatisfaction observed by teachers due to student disciplinary problems was almost as strong as their dissatisfaction with their low income. Chang, et al. (2010:6) found that student misbehavior is a significant predictor of administrative support, and the teachers' intent to stay in teaching. They indicated that the reasons most commonly cited for the teachers leaving the teaching profession included problems with student discipline, a lack of student satisfaction, and of respect from students. Chang, et al. (2010:6) profess that as the teachers' perceptions of student misbehavior increasingly interferes with teaching, job satisfaction and the intent to stay in teaching decreases.

### **2.4.2 Effect of Collegial Relationship on Job Satisfaction**

Fellow staff members have an amazing ability to affect job satisfaction. A teacher's coworkers can be either friend or foe. Fellow staff members "can make a year successful or break it." Coworkers who are "courteous, supportive and enthusiastic" make school a positive place to work. Negative coworkers can drag other staff members down with them. They seem to be more concerned with gossiping and complaining than with down with them. They seem to be more concerned with gossiping and complaining than with doing anything to change the situation for the better (Baughman ,(1996).

Active staff membership has become an increasingly important part of a teacher's work. It involves a sense of belonging; of participating in, and accepting, the norms, symbols and rituals associated with a staff group and contributing the skills and knowledge that an individual can offer to a group many of the frustrations which primary teachers suffer arise from the perpetuation of the false expectations that the job of teaching involves a relationship with children alone. They are not generally prepared by their training or by the conventional wisdom of the profession for the fact that participation in the life of the school is inseparable from teaching itself (Nias ,(1989:112-13)

### **2.4.3 Teachers' Teaching Load and Job Satisfaction**

The variables selected for teachers' work load were: (a) number of subjects taught, (b) total teaching periods, (c) average teaching hours, and (d) number of activities involved. Total teaching periods was significantly related with teachers' overall job satisfaction and also with their facet specific overall job satisfaction Abdullah et al (2008) and Adelabu (2005) said that in Nigeria, the educational background, professional qualifications, experience and declared interest of teachers are taken into consideration when allocating classes and subjects to teachers. In other words, vacancies are simply not filled by any kind of teacher, but rather teachers' subject interests, their level of qualification and their teaching experience are factors which determine who goes to teacher where. However, at some schools teachers are assigned classes and subjects purely on the basis of the vacancies and needs of the schools,

rather than their interests and experience background. The above stated finding indicates that teachers' teaching load has direct relation with teachers' job satisfaction.

#### **2.4.4 School Safety and Teachers Job Satisfaction**

A growing body of research suggests the physical condition of public school facilities and the availability of resources, including technology, impact teachers' job satisfaction. Work environment and availability of resources do impact the job satisfaction of teachers and may be associated with their decisions to remain in teaching Dwayne (2008) and Lowe (1988) interviewed teachers which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers cited by Iowa association of school boards, (2011). Corcoran et al. (1988) also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, and lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, acceptance of responsibility.

#### **2.5. Comparison of Job Satisfaction between private and public secondary School Teachers.**

Different studies revealed that teachers those teach in public schools are generally more satisfied than those who teach in private schools. For instance, Malik (2013) found job satisfaction among public secondary school teachers is higher compared to private secondary school teachers. In addition according to Akhtar et al. (2010:4227) majority of the teachers of public and private school in Pakistan agreed that they were satisfied with their jobs. But female teachers tend to be more satisfied than male school teachers and less qualified teachers tend to be more satisfied than high qualified teachers. The research findings made it clear that the teachers of public schools were satisfied as compare to private schoolteachers. And the

permanent teachers were more satisfied than the temporary teachers. The different working experience groups of teachers of male and female were satisfied with their jobs. These findings would provide information to policy makers, principals and school heads interested in increasing the satisfaction levels of teachers. Regardless of the school status, teacher's qualification or teaching experience, a safe working environment, supportive administration, and involved parents are connected with high levels of teacher satisfaction. Equally important are the teachers' feelings of sovereignty. The results of this study imply that involving teachers in school policy, decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction. It is not possible to say, however, whether these factors result in high levels of teacher satisfaction, or whether highly satisfied teachers seek out or create environments that provide them with greater satisfaction.

## **2.6 Summary of Review of Literature**

The review of related literature presented an overview of studies related to the effect of school climate factors in teachers' job satisfaction. The school climate has been demonstrated to have a major impact on teachers' job satisfaction and that in turn influences the teachers' collegial relationship, intent to leave and job performance. Although the findings of some studies revealed that public school teachers generally satisfied better than private ones, yet there is a paucity of research on the comparative study of the effect of school climate on teachers' job satisfaction between public and private high schools.

The review of literature suggested that factors such as the principals' leadership style, teacher-student relationship collegial relationship, teaching load and school safety have impact on the teachers' job satisfaction. So this study will open the door to the new and different venue for the comparative study of the effect of school climate on teachers' job satisfaction between public and private schools.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

### **INTRODUCTION**

This chapter discusses the methodology that will be employed in conducting this study. The key aspects that are addressed in this chapter include: Research design, source of data, sample population, sample size, procedures for sample selection, instrument and procedures of data collection, methods for data analysis and reliability of the study. The last section gives an overview or a summary of the chapter.

#### **3.1. Research Design**

The main purpose of this study was to assess and compares the effect of school climate on teachers' job satisfaction between private and public secondary schools in Shashemene City Administration. To address the research questions mentioned in section chapter one, mixed methods design (Creswell, 2009:19) was applied. A mixed methods design, QUAN-Qual method, is useful to capture the best of both quantitative and qualitative approaches (Creswell, 2009: 24). "Mixed methods research eliminates different kinds of bias, explains the true nature of a phenomenon under investigation and improves various forms of validity or quality criteria" (De Vos et al., 2001: 436). A mixed methods design is useful to capture the best of both quantitative and qualitative approaches (Creswell, 2009: 24). Therefore, the researcher employed both quantitative and qualitative methods to cross-validate, confirm, and verify the findings within the study. The researcher initially uses quantitative method, while also using semi-structured interviews to substantiate the qualitative data.

#### **3.2. Sources of Data.**

The researcher triangulated different types, sources, and methods of data collection and analysis. The study highly relied on a combination of quantitative and qualitative data. The data was generated from primary and secondary sources. The primary sources included: teachers and school principals because the title of research is directly related to the teachers and

principals and secondary data was collected from documentary sources of SCAED statistical information, research published and unpublished articles, journals, websites etc

### **3.3. Population, Sample and Sampling Techniques**

The total number of secondary schools teachers were taken from the documents of SCAED .In Shashemene City Administration, there are six public secondary schools of which three of them are teaching grade 9-10 and the rest three are teaching grade11-12 and seven private Secondary schools of which five are teaching 9-10 and the rest two are teaching grade 11-12. There are 285 teachers in six public secondary schools and 100 teachers in seven private secondary schools. The total number of the teachers were 385.

From these five public and five private schools in total ten secondary schools were included in the study with their total number of teachers 237 and 85 consecutively. The total number of teachers in both schools were 322. The selection of both schools types is decided based on the number of teachers' available i.e the schools with higher number of teachers are purposefully selected. The sample size for teacher respondents from each school was determined by using their proportionality of numbers in the schools. This is for the sampling to be representative of the population, and possible to involve respondents from all sample school in equal percentage. The respondents were teachers and principals in the schools and teachers were selected using simple random sampling techniques. According to Kothari (2004:60) the implications of simple random sampling are i) it gives each element in the population an equal possibility of getting in to the sample and all choices are independent of one another and ii) it gives each possible sample combination an equal probability of being chosen. One school principal from each school, the total of ten school principals participated in the study because they have direct involvement in managing the teaching staffs and non-teaching staffs in the schools. They were taken based on purposive sampling techniques from ten secondary schools. To make the sample size proportional the average of 22% of public school and average of 35% of private teachers were taken from the population of each school using simple random sampling method.

Table:1 sample size and sampling procedure

No	School	School Type	Level	Population		Sample Size		Percent		Sampling Technique	
				principals	Teachers	principals	Teachers	principals	Teachers	principals	Teachers
1	Sh/ne secondary	Public	9-10	3	55	1	12	33.3%	22%	PS	SRS
2	Sh/ne prep.	Public	11-12	3	50	1	11	33.3%	22%	PS	SRS
3	Kuyera secondary	Public	9-10	3	45	1	10	33.3%	22%	PS	SRS
4	Kuyera preparatory	public	11-12	3	48	1	10	33.3%	21%	PS	SRS
5	Millennium sec.	public	9-10	3	39	1	9	33.3%	23%	PS	SRS
6	Langano secondary	private	9-10	2	19	1	7	50%	37%	PS	SRS
7	Leadstar secondary and preparatory	Private	9-12	2	20	1	7	50%	35%	PS	SRS
8	Paradise Valley sec and preparatory	Private	9-12	2	17	1	5	50%	29%	PS	SRS
9	Selam secondary.	Private	9-10	2	11	1	4	50%	36%	PS	SRS
10	Hawi Boru secondary	Private	9-10	2	18	1	7	50%	39%	PS	SRS
Total				25	322	10	82	-	-	-	-

Source: Field Data NB: PS= Purposive Sampling SRS= Simple Random Sampling

### **3.4. Instruments of Data Collection**

The researcher uses the following two types of data collection instruments: These are questionnaire and interview.

#### **3.4.1 Questionnaire**

Questionnaire with both closed and open ended items were employed to collect quantitative and qualitative data from teachers and principals. This was because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subjects with short period of time. The questionnaire was prepared in English language, because it is believed by the researcher that all of the sample teachers had the necessary skills to read and understand the concepts that were incorporated in the questionnaires.

The questionnaire consisted two parts. The first part of the questionnaire describes the respondents demographic /background information categories include: gender, age, qualification and length of service. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study. Organizational Climate Descriptive Questionnaire (OCDQ) was used to collect data about the relationship between teachers and school principals.

Minnesota satisfaction Questionnaire (MSQ) Hoy (1991) was also used with modifications to collect data about teachers' job satisfaction. Five items were modified to meet the study context and the rest thirteen were retained.

#### **3.4.2 Interview**

According to Kothari, (2004: 98) interviews are used to obtain more information in greater depth about the issue in hand. Accordingly interview was used to get more information from the secondary school principals that are not clearly shown in the questionnaire which was administered to the teachers. The interview also helps to get qualitative data from the respondents. One principal from each school type the total of ten principals participated in the interviews.

After the approval of the main questionnaires by the advisor, the researcher carried out the pilot testing. One public school and one private school the total of two which were not included in the sample were chosen for pilot test and ten teachers from both schools were

involved in piloting the questionnaire. All teachers filled and returned the instruments in few days. The participants gave oral comments on some items to use familiar terms. Finally, they commented that all the items in the questionnaire were readable and relevant. So, the researcher modified those items with mentioned relevant and understandable terms in relation to the study context. In addition to this, the internal consistency and reliability coefficient was checked.

The form of the questionnaire used in the test for reliability was the same as the instrument used in the study. However, the teachers did not fill out the personal data sections. The reliability for all items was checked and the Chronbach's alpha was as follows: (N=18) was =0.754, for Organizational Climate Description Questionnaire (N=29) was 0.812, for students behavior with in schools items (N=6) was 0.816 for teachers teaching load items (N=9) was 0.53, for 'schools physical facility' (N=6) the reliability was 0.60, where N= number of items of the questionnaire. Teachers answered each question on a five point scale: 1 strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, 5 strongly agree for organizational description questionnaire and it is also similar for teachers job satisfaction questionnaire and for teachers teaching load, 1 never 2 rarely 3 sometimes 4 often 5 very frequently for students behavior questionnaire; 1= very poor; 2= poor, 3= good, 4= very good for physical facility questionnaire.

### **3.5. Data Gathering Procedures**

The researcher received the authorized official cooperation letters from Addis Ababa University and Education Department of Shashemene City Administration. The questionnaires were dispatched to the schools by the researcher and distributed to the teachers by the vice principals. After being filled by the respondent teachers and gathered by the vice principals of each schools and the researcher collected the questionnaires. The interview questions were directly administered by the researcher to the respondents. Finally the collected data were organized to be analyzed for the final finding of the research.

### **3.6 Method of Data Analysis**

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires and interviews. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers, through questionnaire (the quantitative one) was processed and analyzed using Statistical Package for Social Science (SPSS) version 20. The output of the data was presented appropriately depending on the respondents' response. The end result was presented in written form and in the form of table. Descriptive statistics which include percentages and frequency distribution were used to analyze the demographic characteristics of respondents. Pearson Correlation co-efficient was applied to determine relationships between the student disciplines, teachers' workload a, school physical facility with the teachers jobs satisfaction.

As it is discussed in the literature review part, student teacher interaction, collegial relationship, teachers work load, school physical facility are independent variables, and teachers (intrinsic and extrinsic) job satisfaction is dependent variable. Finally, in order to determine the coefficient and significance of independent variables linear regression model has been applied for this study. Multiple linear regression estimates the coefficients of the linear equation, involving one or more independent variables that best predict the value of the dependent variable (IBM Corporation, 2011). That is linear regression identifies the impact of each individual independent variables (Teacher frustration, teacher intimacy, Teacher engagement, principal supportive and directive behavior), independently of others on the dependent variable (teachers' job satisfaction). Here, if the estimated coefficient ( $\beta$ ) is positive ( $\beta > 0$ ), which means the predictor variable influences teachers' job satisfaction positively. If it is negative ( $\beta < 0$ ) it implies that teachers' job satisfaction reduces due to the effect of the predictor variable. On the other hand, the data that was obtained from interviews was analyzed qualitatively by transcribing respondents' ideas and views through narrations, descriptions and discussions. Finally data presentation, analysis, and interpretation, conclusions and recommendations were drawn using analyzed data outcome.

### **3.7 Ethical Consideration**

Ethical consideration plays an important role during data collection time. Researcher was aware and follows the ethical consideration related to the studies. Furthermore, the first page of the questionnaires displays an opening introductory letter that requesting the respondents' cooperation to provide requires information for the study. They are assured that the information they provide was kept confidential. To data collections from study participants, all potential study participants informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removes the respondents' information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher was made positive interaction with the respondents and the vice principals as well.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **INTRODUCTION**

This chapter has two parts; the first part deals with the demographic characteristics of the respondents who participated in the study; and the second part presents the analysis and interpretation of the prominent data which the entire study is concerned with. The objective of this study was to assess and compare the effect of school climate on teachers' job satisfaction in some private and public secondary schools in Shashemene City Administration. To this end, both quantitative and qualitative data were gathered from teachers and principals of the sampled schools by using questionnaires and interview.

The data gathered through interview was supposed to substantiate the quantitative data. To determine the questionnaire return rate, there were 82 questionnaires distributed to 82 staff of secondary schools teachers in Shashemene City Administration. All the 82 questionnaires were filled in and handed in to the researcher for analysis. Therefore a 100% questionnaire return rate was ensured. It was also employed both descriptive (percentage, mean and standard deviation) and inferential statistics (the independent sample t-test, ANOVA and regression) for ranking, identifying and comparing the proposed factors.

#### **4.1. Demographic Characteristics of Teacher Respondents**

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship that shed light on the effect of teacher's job satisfaction in teaching learning of school studies. Accordingly, the characteristics of the study groups were examined in terms of sex, academic rank and service year. The summary of data is presented in Table: 2.

**Table 2: Demographic characteristics of sample respondents**

Demographic Variables	Categories	School Type			
		Private		Public	
		<i>Feq.</i>	<i>%</i>	<i>Feq.</i>	<i>%</i>
Sex of the respondents	Female	8	26.7%	21	40.4%
	Male	22	73.3%	31	59.6%
Education	MA/MSc./MEd	4	13.3%	8	15.4%
	BA/BSc	25	83.3%	38	73.1%
	Diploma	1	3.3%	6	11.5%
Work Experience	0-5 years	12	40.0%	15	28.8%
	6-10 years	12	40.0%	22	42.3%
	11-15 years	5	16.7%	4	7.7%
	16 years and above	1	3.3%	11	21.2%

As shown in Table:2 regarding the sex of respondents, out of the total 30 sample private teacher respondents, the largest number of teachers 22(73.3%) were male and 8(26.7%) were females. Similarly, among public teacher respondents, the largest number of teachers, 31(59.6%) were male and the rest 21(40.4%) were female. The figure from the table above indicate that male participants are dominant than female ones in both private and public secondary schools of Shashemene City Administration. The result shows, un proportion of female teachers in the both private and public schools which contrasts with the policy and strategies of the Education Sector Development Program IV for the year 2014/15 (FDRE, 2010: 20). Thus, attention should be given to increase the number of female teachers in the secondary schools in the selected area, because females have also their own special contribution in the teaching learning process to improve science education.

In an attempt to ascertain academic qualification, respondents from schools were requested to provide their qualifications. The qualification was categorized into three parts. From private schools' teachers, only 1(12.2%) of them was Diploma holders, 25(83.3%) were Degree holders and 4(13.3%) were Master's degree holders. Similarly the qualification of public school teachers were requested to provide their qualifications and the majority of teachers 38(73.1%) were Degree and 8(15.4%) were Master's Degree holders. As it can be seen from Table:2, majority of

the respondents were first degree holders and above. The guideline of Ministry of Education (1994) has indicated that secondary school teachers should have a minimum of first degree holders. This result shows that, on average, the teachers in the selected secondary schools only have a first degree. This is consistent with the Ethiopian secondary education training system that requires of teachers who teach in secondary schools to have a minimum qualification of at least a bachelor's degree. Teachers' qualification or the knowledge, skill, and attitude they have about the subject matter they teach have its own prominent role to implement the subjects they teach in the classroom as well as their job satisfaction.

Respondents were asked how long have they been served in schools. Thus, based on the length of teaching experience, teachers were grouped into four groups. Thus, as summarized in the table 2 above, the largest group proportion of the private teacher respondents 16(53.3%) of them were in between 6-10 years, follows 7(23.3%) of teachers respondents have served between 0-5 years, 5(16.7%) of respondents have served for 11-15 years, and the rest 2(6.7%) of the respondents have served the schools for 16 and above years. On the other hand, among the public schools, teachers which accounts 15(28.8%) have served not more than 5 years, 22(42.3%) were in between 6-10 years, 4(7.7%) served between 11-15 years and the rest 11 (21.2%) served above 15 years. This shows that majority of the sample respondents served in schools for quite a long time hence they were fairly experienced.

By relating the data to this research finding, it can be said that most of the teachers were well experienced and they had better responsibility and understanding to give relevant information for the issue under study. According to Chandler (2004), experience is significant because the credibility of information gathered in any study is informed by the many years of the respondents' service in the schools. The experience proves the reliability and validity of the information obtained. Their skills, knowledge and expertise have been tested for a long period hence their perception on the matter under study had been influenced by their service in the schools.

#### **4.2 Teachers' Job Satisfaction.**

Teachers' overall job satisfaction in this study indicates their aggregate scores in the selected two facets of job (intrinsic and extrinsic), and divided by the number of items in the job satisfaction

questionnaire. Therefore, the overall job satisfaction of rating score ranges 1 to5 five. Table:3 presents the summary of teachers’ overall job satisfaction in Shashemene city Administration.

**Table 3 Summary of Teachers’ Overall Job Satisfaction**

	N	Minimum	Maximum	Mean	Std. Deviation
Private	30	2.30	3.77	3.03	.35
Public	52	2.30	3.53	2.89	.24
Overall	82	2.30	3.77	2.94	.29

It can be seen from Table: 3, the mean score for the overall job satisfaction (Mean=2.94; SD=0.29) is slightly less than the average Likert scale 3. This mean score is an indication that not all but a large number of teachers reported that they were unsatisfied with their job. The table also revealed the mean score for private school, Mean=3.03with SD=0.35 is an indication that not all but a large number of teachers reported a very slight satisfaction, inclined to uncertain.

During the interview with the selected schools principals they revealed that most teachers’ level of job satisfaction was low and few had average level of satisfaction. When they were asked to give the reasons for their answer, the principals said that the level of job satisfaction among teachers was determined by the individual goals especially for young professionals. They said that when most teachers graduate, they have high expectations to achieve and develop their life, but when they are employed teachers find that the teaching profession does not support them to achieve their dreams; hence they develop low level of job satisfaction.

#### **4.3.1. The Comparison of Teachers’ Job Satisfaction between the Private and Public Secondary Schools of Shashemene City Administration**

One of the objectives of this study was to compare the current status of teacher’s job satisfaction between the public and private secondary schools of Shashemene city administration. As shown in Table: 4 respondents were asked to indicate their degree of agreement as: 5= strongly Agree, 4= Agree, 3= Undecided, 2= Disagree and 1= Strongly Disagree. For the purposes of acceptance, a mean score of 3.51 and above was regarded as very high extent, 3.01-3.50 represented high

extent 2.50-3.00 as moderate extent, a mean score of 1.50-2.49 as low and 1.49 and below as a very low extents.

**Table 4 The Independent T-test intended for comparing the current status of teacher's intrinsic Job satisfaction between public and private secondary Schools**

Items	School type								t	p	
	Private				Public						
	f	%	$\bar{x}$	SD	f	%	$\bar{x}$	SD			
I have the opportunity to teach what I planned to teach	SD	1	3.30%	3.53	0.9	0	0%	3.48	0.67	-0.3	0.76
	DA	1	3.30%			2	3.80%				
	UD	13	43.30%			26	50%				
	AG	11	36.70%			21	40.40%				
	SG	4	13.30%			3	5.80%				
I often approach and advise students	SD	1	3.30%	2.77	0.63	5	9.60%	2.85	0.89	-0.43	0.669
	DA	7	23.30%			8	15.40%				
	UD	20	66.70%			31	59.60%				
	AG	2	6.70%			6	11.50%				
	SG	0	0%			2	3.80%				
There is access to professional development or induction support	SD	5	16.70%	2.17	0.75	2	3.80%	3.38	0.91	-6.21	0
	DA	16	53.30%			6	11.50%				
	UD	8	26.70%			17	32.70%				
	AG	1	3.30%			24	46.20%				
	SG	0	0%			3	5.80%				
There is no opportunity for continuous improvement of teaching profession in my school	SD	2	6.67%	3.31	0.64	12	23.08%	2.48	0.9	6.31	0.004
	DA	4	13.33%			10	19.23%				
	UD	8	26.67%			23	44.23%				
	AG	12	40%			5	9.62%				
	SG	6	20%			2	3.85%				
My salary is fair with regard to my job/workload	SD	3	10%	3.1	1.03	11	21.20%	2.08	0.76	5.14	0
	DA	5	16.70%			28	53.80%				
	UD	8	26.70%			11	21.20%				
	AG	14	46.70%			2	3.80%				
	SD	3	10.00%			3.2	1.19				
DA	5	16.70%	13	25.00%							
UD	9	30%	23	44.20%							
AG	9	30%	12	23.10%							
SG	4	13.30%	2	3.80%							
Summary				2.88	0.9			3.01	0.8	-1.19	0.30
Grand summary				Grand Mean=2.94		SD=.85					

As indicated in item 1 of Table 4. The respondents were asked whether the teachers opportunity to teach what they planned to teach or not. Accordingly, 15(50%) of sample private teacher and 24(46.2%) of public teachers agreed that they have an opportunity to teach what they planned to

teach. While 13(43.3%) of private teachers and 26(50%) of public school teachers were neither agreed nor disagreed with the issues. The remaining 2(6.6%) of private teachers and 2(3.8%) of public school teachers claim that there is no opportunity to teach what they planned to teach. The estimated t- test value ( $t_{80}=-0.30$ ;  $p>0.05$ ) is failed to be statistically significant, this indicates that there is no opinion difference between private teachers ( $\bar{x}= 3.53$ ,  $SD=0.97$ ) and public teachers ( $\bar{x}=3.48$ ,  $SD=0.67$ ) respondents. From this one can say that the majority of teachers in the targeted schools were enjoyed with an opportunity for teaching what they planned to teach.

Teachers' job satisfaction and commitment are very critical to improve the students' achievement and behavior (Berhanu, 2018). There is evidence to prove that when teachers are satisfied with their job, they become committed to their job and hence there is effectiveness in the work they do, thus benefiting the students. To this end the respondent were asked whether teachers often approach and advise students or not. Accordingly, 8(15.3%) of private teachers and 6(11.5%) of public teacher respondents replied that they often approach and advise their students. While, majority 20(66.7%) of private and 31(59.2%) of public school teachers were undecided. Again, considerable number 8(26.6%) of private teachers and 13(25%) of public school teachers replied that they did not advice and approach their students time to time. The estimated t-test statistics ( $t_{80}=-0.43$ ;  $p>0.05$ ) failed to be statistically significant indicates that teachers in both private ( $\bar{x}= 2.77$ ,  $SD=0.63$ ) and public ( $\bar{x}= 2.85$ ,  $SD=0.89$ ) secondary schools have similar opinion. Form this one can say that teachers in the targeted private schools and public secondary school were not regularly approach and advice students. This shows that the presence of low implementation of professional responsibility of teachers on the job among private and public secondary schools of the study area reduced the students' academic achievement.

As indicated in item 3 of Table:4 the majority, 21(70%) of the private school teachers respondents disagreed the statement that they are not pleased with the availability of professional development or induction support. Whereas, 8(26.7%) of them undecided and the rest 1(3.3%) of them agreed with the availability of professional development or induction support said undecided. On the other hand, the same statement was forwarded to the public teachers, majority 27(52%) teachers displayed happiness with the profession when they were provided with an opportunity for academic and professional development, only 8(15.3%)disagreed about issue.

The remaining 7 (32.70%) were undecided. The estimated t-test statistics ( $t_{80}=-6.21$ ;  $p<0.05$ ) found to be significant at 5% level of significance. This implies that the mean scores were rated ( $\bar{x}= 2.17$ ,  $SD=0.75$ ) and ( $\bar{x}= 3.38$ ,  $SD=0.91$ ) by private and public teachers respectively has significant difference between the opinions of the two groups of respondents. Therefore, provision of job related training and development, experience sharing and workshop enhance academic performance of teachers and able to give better results. As Saeed and Asghar (2012), pinpoint training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee.

As shown in the Table: 4 item 4, schools teachers were asked to express their idea about whether they were happy with the opportunity for continuous improvement of teaching profession in their schools. As indicated in item 4 of Table 4, the majority, 18(60%) of the teachers in private school were displeased with the opportunity for continuous improvement of teaching profession in their school. Whereas, 8(26.67%) of them neither agreed nor disagreed with the issue and the rest 6(20%) of the participants were disagreed with the statement. On the other hand, the same statement was forwarded to the public teachers, only 7(13.47%) of teachers in public secondary schools claimed that they do have no opportunity for continuous improvement of teaching profession in my school agreed with the statement .The estimated t-test statistics ( $t_{80}=6.21$ ;  $p<0.05$ ) found to be significant at 5% level of significance. This indicates that majority of private secondary schools less likely access to opportunity for continuous improvement of teaching profession as compared to majority of teachers' public secondary schools in Shashamane city administration.

In response to item 5 of Table 4 the sample teacher respondent were asked whether the salary is fair compared with their workload or not. Majority 14(46.7%) of sample private school responded that the salary they get is reasonable compared with their workload while majority 39(75%) of sample public teachers claimed that the paid salary is inadequate as compared with their workload. The estimated t-test statistics ( $t_{80}=5.14$ ;  $p<0.05$ ) found to be statistically significant; this also confirms that there is opinion difference between teachers in private schools ( $\bar{x} = 3.10$ ;  $SD = 1.03$ ) and teachers in public school ( $\bar{x} = 2.08$ ;  $SD = 0.76$ ). Form this one can say that teachers in private schools believed that they get enough salary and is competitive with

their workload while most teachers in public schools oppose the response. Teachers' low salaries and the lack of incentives would cause teachers to become engaged in other income-generating activities, which may limit their commitment to their schools. Moreover, it would lead to absenteeism, and would motivate teachers to leave the profession. The perceived low salary also affected the professional status of teaching within that community (Gates and Mtika, 2011).

This is the view expressed by public secondary school code 02 principal:

*Teachers' poor salary influenced my day-to-day activities. They forced to involve themselves in other part time activities. They couldn't use this time to prepare lessons. I am aware that this time is being misused, but teaching cannot fulfill my basic needs and to survive I need to be involved in other activities. I observed this extra work impacts on their regular work [teaching].*

The interview result from school code 08 public school principal about teachers' work load also indicated that:

*Majority teachers were dissatisfied with salary they earn since they perceived that their salary were unfair with work overload. Teachers opposed additional work assignments like tutorial without extra benefits, continuous professional development programs (CPD), lesson plan preparation, and the documenting of portfolios.*

According to Hongying (2007), teachers' job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. As indicated in item 6 of Table 4 the respondents were asked whether they are happy with their profession or not. Dissatisfaction of the individual, whatever may be the occupation in which he/ she is engaged results in professional stagnation (Shukla, 2014). Dissatisfied teacher is lost not only to himself but also to the entire society. Accordingly, 13(43.3%) of private and 14 (26.9%) of public teachers were pleased with their profession. Whereas considerable numbers of private (26.7%) as well as public (28.8%) teachers disagreed with the statement. The remaining 9(30%) of private teachers were not sure about the decisions their schools made by the school leaders. Again, 23(42.3%) of public school teachers were unable to decide the issue. The estimated t- test value ( $t_{80}=0.95$ ;  $p>0.05$ ) is failed to be statistically significant, this indicates that there is no opinion difference between private teachers ( $\bar{x}= 3.20$ ,  $SD=1.19$ ) and public teachers ( $\bar{x}=2.98$ ,  $SD=0.90$ ) respondents.

An interview result from private school code 06 and public school code 08 principals also indicated that:

*Most of the teachers did not want to continue in teaching profession because of lack of benefits and costs that related to stay in the profession. They want to change other sector and other better income benefiting jobs relatively better from teaching. A few teachers wanted to remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs.*

This shows that mass of teachers in both private and public schools were not interested in teaching profession in the study area. Lack of interest to continue with teaching profession may minimize commitment of teachers on job. The low level of continuance commitment of teachers' is influence on the school goals and objectives.

The summary item indicates that means score for private ( $\bar{x}= 2.88$ ,  $SD=0.90$ ) and for public ( $\bar{x}= 3.01$ ,  $SD=0.80$ ) for the six items indicated that the teachers, on average, have moderate level of satisfaction with the aspect of the intrinsic job satisfaction. The estimated t-test statistics ( $t_{80}=-1.19$ ;  $p>0.05$ ) failed to be statistically significant; this indicates there is no significant difference in level of satisfaction between private and public on the aspect of intrinsic job satisfaction. The Grand mean score ( $\bar{x}= 2.94$ ,  $SD=0.85$ ) shows the teachers intrinsic level of satisfaction in the targeted secondary schools, is moderate level. Education leads to development. Development is only possible if one is satisfied with what he/she is doing. A direct association has been found between teachers' job satisfaction and their turnover. In addition, teachers have different perceptions about job satisfaction which affects their intention to stay in teaching (Liu & Meyer, 2005). Teachers have a responsibility to create future leaders. Therefore, it is important to ensure that teachers are satisfied. However, teachers across the world are not satisfied with their jobs and they have a very high turnover (Chamundeswari, 2013). This satisfaction level could be improved by identifying the determinants that affect teachers' satisfaction and by bringing adequate reforms (Tickle, Chang, & Kim, 2011).

**Table 5: The Comparison of teacher's Extrinsic Job satisfaction between public and private secondary Schools**

Items	School type										t	p
	Private					public						
		f	%	$\bar{x}$	SD	f	%	$\bar{x}$	SD			
My school principal has necessary competence in making decisions	SD	5	16.70%			5	9.60%					
	DA	15	50 %			28	53.80%					
	UD	6	20%	2.37	1.07	17	32.70%	2.31	0.7	0.302	0.763	
	AG	2	6.70%			2	3.80%					
	SG	2	6.70%			0	0%					
I have opportunity to participate in different school activities	SD	2	6.70%			1	1.90%					
	DA	16	53.30%			21	40.4%					
	UD	6	20%	2.47	0.40	13	25%	2.43	0.97	-0.75	0.458	
	AG	3	10%			12	23.1%					
	SG	3	10%			5	9.6%					
I am recognized for a job well done	SD	1	3.30%			4	7.7%					
	DA	6	20%			25	48.1%					
	UD	6	20%	3.4	1.04	15	28.8%	2.52	0.85	4.161	0.000	
	AG	14	46.70%			8	15.4%					
	SG	3	10%			0	0%					
School policies are put into practice as I expect	SD	2	6.7%			5	9.6%					
	DA	9	30%			12	23.1%					
	UD	10	33.3%	2.93	1.05	26	50%	2.81	0.97	0.548	0.585	
	AG	7	23.3%			6	11.5%					
	SG	2	6.7%			3	5.8%					
My school principal values and respect teachers and workers	SD	1	3.30%			0	0%					
	DA	0	0%			13	25%					
	UD	16	53.30%	3.57	0.94	21	40.40%	3.15	0.87	2.011	0.048	
	AG	7	23.30%			15	28.80%					
	SG	6	20%			3	5.80%					
My school staff cooperate with each other in work related issues	SD	2	6.70%			0	0%					
	DA	3	10%			13	25%					
	UD	11	36.70%	3.48	1.11	23	44.2%	3.12	0.78	1.758	0.082	
	AG	9	30%			13	25%					
	SG	5	16.7%			3	5.80%					
I always support students who need help	SD	1	3.30%			0	0%					
	DA	4	13.30%			10	19.20%					
	UD	10	33.30%	3.53	1.11	29	55.80%	3.11	0.73	1.995	0.049	
	AG	8	26.70%			10	19.20%					
	SG	7	23.30%			3	5.80%					
There is no freedom to use my own judgment.	SD	0	0%			4	7.69%					
	DA	6	20%			20	38.46%					
	UD	9	30%	2.98	0.87	16	30.77%	2.48	0.78	2.13	0.044	
	AG	13	43.3%			12	23.08%					
	SG	2	6.67%			0	0%					
My school environment and working condition is comfortable	SD	2	6.70%			0	0%					
	DA	9	30%			18	34.60%					
	UD	12	40%	2.87	1.01	19	36.50%	2.98	0.87	-0.54	0.592	
	AG	5	16.70%			13	25%					
	SG	2	6.70%			2	3.80%					
I will not get praise from my principal for the effectiveness in Teaching	SD	4	13.30%			2	3.80%					
	DA	5	16.70%			11	21.20%					
	UD	18	60%	2.67	0.84	28	53.80%	2.98	0.87	-1.59	0.117	
	AG	3	10%			8	15.40%					
	SG	0	0%			3	5.80%					
Summary				<b>3.07</b>	<b>0.43</b>			<b>2.91</b>	<b>0.35</b>	<b>1.835</b>	<b>0.070</b>	
Grand summary				<b>2.97</b>	<b>SD=0.39</b>							

As indicated in item 1 of Table 5 The respondents were asked whether they are confident with school principal has necessary competence in making decisions or not. Accordingly, majority 20(66.7%) of private school teachers and 33(63.4%) of public school teachers respondents claim that principal had no necessary competence in making decisions. On the other hand small number of (13.4%) sample private teachers agreed with the issue. Again, 6(20%) of private school teachers and 17(32.7%) of them were uncertain about the issue. The t- test value ( $t_{80}=0.302$ ;  $p>0.05$ ) is not statistically significant. This indicates that there is no opinion difference between private and public school teacher respondents. The means score for teachers in private schools ( $\bar{x}= 2.37$ ,  $SD=1.07$ ) and public teachers ( $\bar{x}=2.31$ ,  $SD=0.7$ ) tell us majority of the respondents viewed the leadership quality of their principals and the teacher management system of their schools not satisfying and/or discouraging. During the interview, teachers were asked to mention the supports provided for them from school principals in education and its relevance. Most interviewee principals from public school code 02 commented that:

*As much as I know, still there is no enough support provided related to teaching and learning from principal. However, department provides peer to peer observation opportunities and to prepare quizzes and tests together, if they teach similar classes.*

When the teachers participate in the school's activities, and are involved in the decision-making processes, this creates a sense of belonging. In response to item 2 of Table 5; it is evident that the private and public teachers were dissatisfied with the level of participation they had in different school activities with 60% and 42.3% reporting to be dissatisfied respectively, while 20% of private and 32.7% public teachers were pleased with their participation in different school activities. The t-test statistics ( $t_{80}=-0.75$ ;  $p>0.05$ ) also confirms that there is no opinion difference between the private ( $\bar{x}= 2.47$ ,  $SD=0.40$ ) and public ( $\bar{x}= 2.43$ ,  $SD=0.97$ ) two sample groups. Form this one can say that teachers in the targeted schools were not satisfied with their level of participation in different school activities. Teachers must therefore be to participate in the school's activities, and are involved in the decision-making processes; this creates a sense of belonging (Boey, 2010).The teachers expressed the view that they were excluded from decision-making in the school, and in decisions with regard to promotions. One comment from public teachers code 04 was:

*During meetings our school leaders do not accept our suggestions, or discuss the issues on the agenda, other than their own issues. They also autocratically decide whatever they want.*

As indicated in item 3 of Table 5. The respondents were asked whether the leaders give enough recognition for teacher's performance or not. Accordingly, a considerable number 7(23.3%) of private teacher disagreed with the statement respondents while majority 23(56.7%) of private teachers agreed with the statement and the rest 6(20%) were neither agreed nor disagreed with the issue. Again, 15(28.80%) of public school teachers were unable to decide the issue. Along the same line only 8(15.40%) of public school teachers replied that they give recognition for a well done job. The estimated t-test value ( $t_{80}=4.161$ ;  $p<0.05$ ) is found to be statistically significant, this indicates that there is opinion difference between private teachers ( $\bar{x}= 3.40$ ,  $SD=1.04$ ) and public teachers ( $\bar{x}=2.52$ ,  $SD=0.85$ ) respondents. From this one can say that teachers in the private schools doing more and enough recognition for teacher's effective works as compared to majority public schools teachers in the targeted secondary schools. During the interview, one of the private school code 03 principals said that: *"great emphasis is given to creativity and skill demonstration of both students and teachers"*. While reviewing the documents of the schools, researcher got list of the items which were made in the workshops at the school in addition to the certificates and other prizes the schools had got. The data obtained from public teachers open ended question indicates that most teachers in public schools reported that *"Recognizing teachers with their effort in the school was low because the poor capacity of principals to fairly assess and reward teachers in their level of efforts limited recognition of teachers."* Thus, it can be inferred that the lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction.

Job satisfaction refers to the subjective feeling of employees towards their work. This could either be favorable or unfavorable (Skaalvik & Skaalvik, 2014). If there is a synergy between employee job demands and their expectation, it will result in a favorable situation and high job satisfaction. A gap between these aspects will result in low job satisfaction (Demirdag, 2015). To this end sample teachers respondents were asked whether the school policies are put into practice as they expect or not, accordingly, 10(33.3%) of private school teachers and 26(50%) public

school teachers were uncertain about the issue. Whereas, 11(36.7%) of private school teachers claimed that the rules, regulation and policies in their schools not practice as they expected and the remaining 10(33.3%) were neutral. Similarly, considerable number 17(32.7%) of teachers in public disagreed with the statement. The estimated t-test statistics( $t_{80} = 0.548; p > 0.05$ ) failed to be statistically significant; this also confirms that there was no opinion difference between teachers in private schools ( $\bar{x} = 2.93; SD = 1.05$ ) and teachers in public school ( $\bar{x}=2.81, SD=0.97$ ).

One of the public school code 02 principal during the interview session said that:

*Policy and guidelines to improve school climate and to motivate teachers were usually developed by government experts and higher officers of the education bureau but most teachers were not eager to know the school policy.*

The researcher suggested that the school principals are responsible in creating awareness to teachers on the policy and guidelines to improve school climate and to motivate teachers.

As affirmed by Karsli and Iskender (2009:2253), teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important. As can be seen from Table 5 above item 5, it is indicated that the mean scores were rated 3.57(SD= 0.94) and mean 3.15(SD=0.87) by private and public teachers, respectively. Thus, the mean values rated were found to above average point level for both respondents' of private and public teachers. A Large number 13(43.30%) of private teachers agreed that the principal values and respect teachers and workers while considerable number of teachers respondents (25%) in public secondary schools disagreed with the issue. The estimated t-test statistics value ( $t_{80} = 2.011; p < 0.05$ ) found to be statistically significant; this implies that teachers and workers in private schools more likely get respect and values from their principals as compared to teachers in public schools. Thus, it can be inferred that the lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction (Berhanu, 2018).

As indicated in item 6 of Table 5 the half, 14(46.7%) of the private school respondents agreed that they are pleased with the cooperation among teachers and staff. Whereas 11(36.7%) of them

undecided and the rest 5(16.70%) of the participants were not satisfied by the staff cooperate with each other in work related issues. The same statement was forwarded to the public teachers, considerable number (33.8%) of sample teacher respondents satisfied by the staff cooperation. Whereas, 23(44.20%) of them undecided only 13(25%) were disagreed with the statement. The estimated t-test statistics( $t_{80} = 1.758; p = 0.082$ ) failed to be significant at 5% level of significance. This implies that the mean scores were rated ( $\bar{x} = 3.48; SD = 1.11$ ) and ( $\bar{x} = 3.12; SD = 0.87$ ) by private and public teachers respectively has no significant difference between the opinions of the two groups of respondents. Therefore, from these responses, it can be said that is promising staff cooperation in both targeted private and public secondary schools. Supporting this, one of the interviewees of public school code 04 principal and private code 01 further said that:

*It as replied that there is teacher relationships with their colleagues were a significant aspect of their job satisfaction. Experienced teachers in schools give advice and mentor to young teachers with regard to their behavior, method of teaching, handling system of misbehaving students, and how to be role models for students, how to be responsible for every activities of their act and so on. However, he is not able to support and give guidance for teachers as expected.*

Regarding item 7 of Table 5 the respondent were asked whether teachers always support students who need help or not. Accordingly, 15(50%) of private school teachers and 13(25%) of public school teacher respondents perceived that they always support their students who need help while large number of private (33.3%) and public above half (55.80%) school teachers neither agreed nor disagreed about issue. The remaining 5(16.7%) of private school teachers and 10(19.2%) of public disagreed with the statement. The estimated t-test statistics ( $t_{80} = 1.995; p < 0.05$ ) found to be statistically significant. From, this one can say that teachers in private schools ( $\bar{x}=3.5, SD=1.11$ ) have better commitment in helping their students as compared to teachers in public secondary schools ( $\bar{x}=3.11, SD=0.73$ ). This returns communication does play a significant role in providing satisfaction to the teachers (Gedefaw, 2012).

The empowerment of teachers and sound polices are part of working conditions. If these are not adequate, they will negatively affect job satisfaction (Jordan, Miglič, Todorović, & Marič, 2017; Khany & Tazik, 2016). A heavy teaching load adversely affects teachers' satisfaction level and

class room management (Demirdag, 2015). Item 8 of the same Table 4.4, it is evident that half (50%) of private teachers were dissatisfied with the freedom they had in decision-making, while considerable number (30%) of teachers were undecided. The remaining 6(20%) of private and were disagreed with the issues. On the other hand similar questions raised for public teachers and the result showed, 24(46.15%) of teachers in public secondary schools reported that they were satisfied with the freedom they had in decision-making while 6(30.77%) were undecided. The t-test statistics ( $t_{80}=2.13$ ;  $p<0.05$ ) also confirms that there is an opinion difference between the two sample groups. The private teachers expressed the view that they were excluded from decision-making in the school, and in decisions with regard to promotions. However, this was not supported by majority of the principals. The following was a typical comment private school principal code 01 commented that:

*During meetings our school teachers discuss the issues on the agenda, may be their own issues. Teachers have unlimited participation in decision-making. They encouraged participating actively in school activities, they democratically decide whatever they want.*

From the Table 5: item 9, it is possible to see that the considerable number of private 12 (40%) and public 19(36.50%) teacher respondents neither agreed nor disagreed with the ideas. On the other hand 7(23.4%) of sample private schools teachers and 15(28.8%) of sample public teachers respondents were satisfied by their school environment and working condition. The variable means score for private ( $\bar{x} = 2.87$ ;  $SD = 1.01$ ) and for public ( $\bar{x} = 2.98$ ;  $SD = 0.87$ ) for the seven items indicated that the teachers, on average, were moderately satisfied with this aspect of the working condition. The estimated t-test statistics ( $t_{80}=-0.538$ ;  $p>0.05$ ) failed to be statistically significant; this indicates there is no significant difference between private and public on the aspect of working condition. As researcher observation, there were uncomfortable working environment and inadequate allocation of resources in public secondary schools of Shashemene city administration.

The school public school code 04 principal and private school code 07 principal interview result indicated that:

*The school had shortage of necessary facilities like chairs and tables for teachers to sit on, lack of resources for laboratory work, and less functionality of computers and copy machine which did not allow teachers to be available for their students.*

The private school principal code 09 and public school code 10 interview result also indicated that:

*The school environment is not full satisfactory to enhance teachers' job satisfaction, because general secondary schools lack necessary school facilities and equipment's due to budget problems. Thus poor working conditions in the school block the teachers' access to do various works that support the teaching learning process.*

Therefore, this problem has an effect on reducing the teachers' level of job satisfaction, and this affect the students' academic achievement as well as schools goal achievement. Robbins, (2005), stated that working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works.

As indicated in item 10 of Table 5 Majority, 18(60 %) of sample private school teachers and majority 28(53.80%) of public teachers were uncertain with the statement "I will not get praise from my principal for the effectiveness in Teaching". The estimated t- test value ( $t_{80}=-1.587$ ;  $p>0.05$ ) failed to be statistically significant, this indicates that there is no opinion difference between private teachers ( $\bar{x}= 2.67$ ,  $SD=0.84$ ) and public teachers ( $\bar{x}=2.98$ ,  $SD=0.87$ ) respondents. From this one can say that leaders in the targeted secondary schools doing more and enough recognition for teacher's effective works. This was supported by the interview session with principals of public schools on the major factors that affect teachers' satisfaction were explained as follows: The major factors that de-motivate teachers are, "low salary and lack of fulfilling basic needs, low career ladder, low social status for teaching profession, lack of technical support and encouragement of school principals to teachers, lack of fringe benefits, high cost of living conditions, small change of salary increments, lack of updating rules and policies and lack of giving attention by public.

The summary item indicates that means score for private ( $\bar{x} = 2.73; SD = 0.98$ ) and for public ( $\bar{x} = 3.04; SD = 0.88$ ) for the ten items indicated that the teachers, on average, have moderate satisfaction with the aspect of the extrinsic job satisfaction. The estimated t-test statistics ( $t_{80} = -1.45; p > 0.05$ ) failed to be statistically significant; this indicates there is no significant difference in level of satisfaction between private and public on the aspect of extrinsic job satisfaction. The Grand mean score ( $\bar{x} = 2.97, SD = 0.39$ ) is below the average Likert scale (3). This showed that majority of teachers in the targeted secondary schools were not adequately satisfied by the indicated factors.

#### 4.4 The Effect of School Climate Variables on Teachers' Job Satisfaction in Secondary Schools in Shashemene City Administration

The first research question of the present study inquired to determine school climate variables that are affecting teachers' job satisfaction in both public and private secondary schools of the study area. In order to identify the independent variables that can significantly predict teacher's job satisfaction and the relations of each independent variables on the dependent variable, the researcher employed the linear regression model. The model contained 5 independent potential variables (Frustrated Teacher Behavior, Intimate Teacher Behavior, Engaged Teacher Behavior, Supportive Principal Behavior and Directive Principal Behavior). Out of those identified variables three variables; Intimate teacher behavior, supportive and directive principal behaviors were found to be significant while the frustrated teacher behavior and engaged behavior were remained to be insignificant.

**Table 6: The Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624 <sup>a</sup>	.390	.350	.21335

*a. Predictors: (Constant), organizational police, Teachers relationship with their coworkers and students, working condition of Teachers, Salary and Reward*

*b. Dependent Variable: Current status of teachers job satisfaction*

The Table 6: shows the model summary statistics that the estimated R-square is .390 this implies nearly 39% of the variation in the level of teachers job satisfaction is explained by Frustrated Teacher Behavior, Intimate Teacher Behavior, Engaged Teacher Behavior, Supportive Principal

Behavior and Directive Principal Behavior. The small standard of error value suggests that this estimate (i.e. the variation accounted) is precise. Table 7: shows an ANOVA test of the regression analysis model.

**Table 7: ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2.209	5	.442	9.707	.000 <sup>b</sup>
Residual	3.459	76	.046		
Total	5.668	81			

*a. Dependent Variable: Current status of teachers job satisfaction*

*b. Predictors: (Constant), Frustrated Teacher Behavior, Intimate Teacher Behavior, Engaged Teacher Behavior, Supportive Principal Behavior and Directive Principal Behavior*

Table 7: shows the ANOVA test associated with the prediction of dependent variable (jobs satisfaction) from the predictors (*Frustrated Teacher Behavior, Intimate Teacher Behavior, Engaged Teacher Behavior, Supportive Principal Behavior and Directive Principal Behavior*). This test is used to identify whether the regression analysis is a better way of expressing the relationship between dependent variable and predictors. The verification is done at 5% significance level. From the table, the test is significant,  $F(5, 76) = 9.707, p < .05$ . This means that, as hoped, the regression model we have constructed is better at predicting the outcome variable (job satisfaction) than using the mean outcome (it generates a significantly smaller sum of residuals).

**Table 8 : Results of Co linearity Statistics**

Model Coefficients		CollinearityDiagnostics <sup>a</sup>	
Model	Dimension	Tolerance	VIF
1	Frustrated Teacher Behavior	.858	1.166
	Intimate Teacher Behavior	.954	1.049
	Engaged Teacher Behavior	.785	1.274
	Supportive Principal Behavior	.732	1.367
	Directive Principal Behavior	.921	1.086

The variance inflation factor (VIF) indicates whether a predictor has a strong linear relationship with the other predictor(s). Montgomery (2003) suggests that a value of 10 is a good value at

which to worry. Bowerman and O’Connell (1990) suggests that if the average VIF is greater than 10, then multicollinearity may be biasing the regression model.

Tolerance: tolerance statistics measure multicollinearity and are simply the reciprocal of the variance inflation factor (1/VIF). Values below 0.1 indicates that there is a serious problems, although Menard (1995) suggests that values below 0.2 are worthy of concern. As Table 8: shows, all of the tolerance values are close to unity and none of the VIFs exceed 10 implying that multicollinearity may not be a cause of concern.

The Multiple Linear Regression Model for the overall Teacher’s Job satisfaction.

A Multi-linear regression model of the form:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5$  Was used to determine the effect of the independent variables on teacher job satisfaction. In this model  $\beta_0$  was a constant, while  $\beta_1, \beta_2, \beta_3, \beta_4$  and  $\beta_5$  are regression coefficients and  $X_1, X_2, X_3, X_4$  and  $X_5$  are Frustrated Teacher Behavior, Intimate Teacher Behavior, Engaged Teacher Behavior, Supportive Principal Behavior and Directive Principal Behavior factors respectively. The results of the model are shown in table 9.

**Table 9: Multiple Linear Regression Analysis of Factors that Determine Teacher’s Job satisfaction**

<b>coefficients<sup>a</sup></b>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% CI for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.145	.483		2.370	.020	.183	2.107
Frustrated Teacher Behavior (x1)	.087	.059	.154	1.492	.140	-.029	.204
Intimate Teacher Behavior(x2)	.175	.071	.243	2.462	.016	.033	.316
Engaged Teacher Behavior (x3)	.106	.050	.238	2.132	.036	.007	.206
Supportive Principal Behavior (x4)	.272	.128	.237	2.128	.037	.017	.526
Directive Principal Behavior (x5)	-.092	.044	-.214	-2.100	.039	-.179	-.005

a. Dependent Variable: Current status of teacher’s job satisfaction

Table 9: shows the coefficients of the prediction of job satisfaction from predictors. From the table, Intimate Teacher Behavior ( $t (.05, 81) = 2.462, p < .05$ ), engaged teacher behavior ( $t (.05, 81) = 2.132, p < .05$ ), supportive Principal Behavior ( $t (.05, 81) = 2.128, p < .05$ ) and Directive Principal Behavior ( $t (.05, 81) = -2.100, p < .05$ ) are the significant factors that likely predict teacher's job satisfaction at 5% significance level.

The multiple-linear regression model was therefore:

$$Y_{General} = 1.145(\text{constant}) + .087(\text{teacher's frustration}) + .175(\text{teacher's intimacy}) - .106(\text{teacher's engagement}) + 0.272(\text{supportive principal's behaviour}) - 0.092(\text{directive principal's behaviour}) .$$

The standard beta coefficients in the table above indicate that development factors can explain. The results indicate that a 1% increase in satisfaction with teacher's intimacy with their coworkers and students leads to about 17.5% increase in overall job satisfaction at 5% level of significance within a confidence interval of 0.033 to 0.316 as holding other factors as constant. This implies result reveals that teacher's relationship with their staff and students makes a positive effect on teachers' job satisfaction. In line with this, the results of the study agree with Hay ford & Ahmed (2013) that relationship with the employees, with the overall result being satisfied, thus motivated employees.

A unit change in satisfaction with engaged teacher behavior leads to about 10.6% increases the teacher's job satisfaction at 5% level of significance within a confidence interval of 0.007 to 0.206. This implies that engaged teacher behavior has a positive effect on teacher's job satisfaction.

Similar, a 1% increase in satisfaction with supportive Principal Behavior leads to about 27.2% increases the teacher's job satisfaction at 5% level of significance within a confidence interval of 0.017 to 0.526. This implies that supportive principal behavior also has a positive effect on teacher's job satisfaction. The results of this study agree with Gedefaw (2012) that the principals' behavior towards the teachers contributed the most of all the factors he investigated, towards job satisfaction. A principal who adopted a guiding approach towards his/her

subordinates helped in improving the superior-subordinate relationship. In contrast, school administrators (principals and vice-principals), who put high pressure on the teachers, were identified as a major cause of poor teacher job satisfaction. Moreover a unit change on directive principal behavior reduces the conditional of satisfaction by a value of 9.2% within a confidence interval of -.179 to -0.005. The frustrated behavior of teachers ( $t = 1.492$ ,  $p = 0.542$ ) was failed to be significantly predict the overall job satisfaction of teachers as whole in public and private secondary schools of Shashemene City Administration.

### The Multiple Linear Regression Model for the Teacher's Job satisfaction by school Type

#### 1/ Model Diagnosis

**Table 10: The Model Summary**

School type	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>Private</b>	1	.754 <sup>a</sup>	.569	.479	.21154
<b>Public</b>	1	.693 <sup>b</sup>	.481	.424	.18869

a. Predictors: (Constant), *Frustrated Teacher Behavior*, *Intimate Teacher Behavior*, *Engaged Teacher Behavior*, *Supportive Principal Behavior* and *Directive Principal Behavior*

As depicted from the Table: 10 the model summary statistics the estimated R-square for private and public are .569 and .481 respectively this shows the model for private 56.9% and for public 48.1% they can explain the dependent variable.

**Table 1: ANOVA**

School type	Model		Sum of Squares	Df	Mean Square	F	Sig.
<b>Private</b>	1	Regression	1.415	5	.283	6.325	.001b
		Residual	1.074	24	.045		
		Total	2.489	29			
<b>Public</b>	1	Regression	1.515	5	.303	8.510	.000c
		Residual	1.638	46	.036		
		Total	3.153	51			

As shown the table11: the F-test result for private ( $F(5, 24) = 6.325, p < .05$ ) and the F-test result for public ( $F(5, 46) = 8.510, p < .05$ ) were statistically significant. Therefore the model fit the data.

**Table 12: Multiple Linear Regression Analysis of Factors that Determine Job Satisfaction by School Type.**

coefficients <sup>a</sup>								
School type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
Private	(Constant)	.253	.721		.351	.728	-1.235	1.742
	Frustrated Teacher Behavior(x1)	.137	.095	.211	1.443	.162	-.059	.333
	Intimate Teacher Behavior(x2)	.184	.165	.189	1.111	.277	-.157	.524
	Engaged Teacher Behavior (x3)	-.095	.126	-.153	-.757	.456	-.355	.164
	Supportive Principal Behavior (x4)	.717	.174	.800	4.125	.000	.358	1.076
	Directive Principal Behavior (x5)	-.023	.054	-.066	-.437	.666	-.134	.087
Public	(Constant)	.911	.593		1.537	.131	-.282	2.105
	Frustrated Teacher Behavior (x1)	.038	.103	.037	.366	.716	-.169	.244
	Intimate Teacher Behavior(x2)	.359	.099	.391	3.618	.001	.159	.558
	Engaged Teacher Behavior (x3)	-.113	.071	-.184	-1.585	.120	-.255	.030
	Supportive Principal Behavior (x4)	.499	.110	.554	4.513	.000	.276	.721
	Directive Principal Behavior (x5)	-.117	.056	-.208	-2.100	.041	-.230	-.005

a. Dependent Variable: Current status of teacher's job satisfaction

Table: 12 shows the coefficients of the prediction of job satisfaction from predictors. From the table, teachers in private schools the factors; Frustrated Teacher Behavior( $t(.05, 28) = 1.443, p > .05$ ), Intimate Teacher Behavior ( $t(.05, 28) = 1.111, p > .05$ ), engaged teacher behavior ( $t(.05, 28) = -.757, p > .05$ ) and Directive Principal Behavior ( $t(.05, 28) = -.437, p > .05$ ) failed to be statistically significant while only supportive Principal Behavior ( $t(.05, 28) = 4.125, p < .05$ ) is found to be the significant factors that likely predict teacher's job satisfaction at 5% significance. On the other hand, factors like; Intimate teacher Behavior ( $t(.05, 50) = 3.618, p < .05$ ), supportive

principal behavior ( $t (.05, 50) = 4.513, p < .05$ ) and directive principal behavior ( $t (.05, 50) = -.409, p < .05$ ) are found to be the significant factors for teachers in public schools that likely predict job satisfaction at 5% significance level while Frustrated Teacher Behavior ( $t (.05, 50) = .366, p > .05$ ) and Engaged Teacher Behavior only ( $t (.05, 50) = -1.585, p > .05$ ) are failed to be statistically significant.

#### 4.5. Comparison of Components of School Climate Dimensions by School Types.

The second research question of the present study was how public and private secondary school varies in terms of effect of school climate on teachers' job satisfaction. To this end the research employed a two independent sample t-test to compare the result between private and public secondary schools. Table 13: summarized the result.

**Table 13: Summary of Independent Sample t-test**

School climate Dimensions	School Type	N	Mean	Std.	<i>t</i>	<i>p</i>	Mean average	
Teacher frustrated Behavior	Private	30	3.47	0.56	0.168	0.867	3.46	0.53
	public	52	3.45	0.5				
Intimate Teacher Behavior	Private	30	3.28	0.38	-0.416	0.678	3.3	0.405
	public	52	3.32	0.43				
Engaged Teacher Behavior	Private	30	3.4	0.48	-1.179	0.242	3.49	0.605
	public	52	3.58	0.73				
Supportive Principal Behavior	Private	30	3.27	0.22	0.967	0.337	3.245	0.245
	public	52	3.22	0.27				
Directive Principal Behavior	Private	30	3.59	0.86	-0.61	0.543	3.64	0.71
	public	52	3.69	0.56				
Summary	Private	30	3.4	0.27	-0.73	0.467	3.425	0.265
	public	52	3.45	0.26				

The study inquired whether public and private teachers differ in the school climate dimensions. Results from an independent samples t-test are shown in Table 13: The analysis indicated there is no statistically significant difference between public and private school teachers with respect to

their overall school climate dimensions ( $t_{(.05, 80)} = -0.730, p >.05$ ). Likewise, there is no statistically significant difference in private school teachers in the aspect of each components of school climate.

#### 4.6 Student Behavior vs Teachers Job Satisfaction

It is obvious that students' characteristics positively or negatively influence not only teachers' satisfaction but also teaching learning processes in the schools. When students show misbehaviors, this can affect education processes adversely and vice versa. The third research question of the present study inquired the relation of student- behavior with teacher's job satisfaction. To this end the study employed Pearson product-moment correlation coefficient or Pearson correlation coefficient. Pearson correlation coefficients range from -1 to +1. Negative values indicates negative correlation and positive values indicates positive correlation where Pearson coefficient  $<0.3$  indicates weak correlation, Pearson coefficient between  $>0.3$  and  $<0.5$  indicates moderate correlation, and Pearson coefficient  $>0.5$  indicates strong correlation. Table 14: summarized the result.

**Table 24: Correlation Matrix of Teachers Job Satisfaction and Student Behavior**

		Relationship
Job satisfaction	Pearson Correlation	-.252*
	Sig. (2-tailed)	.022
	N	82

\*\* . Correlation is significant at the 0.05 level (1-tailed).

Table 14: shows the correlation between Teachers Job Satisfaction and Student Behavior. This hypothesis is tested at 5% significance level. From the table, the test is significant,  $r(82) = -0.252, P < 0.05$ . The results indicate student behavior has an adverse effect on overall job satisfaction.

To crosscheck the data found through questionnaire, school principals were interviewed about students' disciplinary problem that contributed to teachers' job satisfaction. The principals revealed those students' disciplinary problems increasing from time to time. One of the private school code 07 principals and public school principal 05 said the following:

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

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

#### **4.7 School Physical Facilities vs. Teachers Job Satisfaction**

It is obvious that the materials and facilities should be available to achieve the intended goals of education. School physical facilities may positively or negatively affects teachers' satisfaction and may force them to quit the profession. To see the effect of school facilities on teacher job satisfaction the researcher used the Pearson Correlation Coefficient. Table 15: summarized the results.

**Table 15: Correlation Matrix of Teachers Job Satisfaction and School Physical Facility**

		School Physical Facility
Job satisfaction	Pearson Correlation	-.222
	Sig. (2-tailed)	.045
	N	82

\*\* . Correlation is significant at the 0.05 level (1-tailed).

The school principals were also asked on the working conditions of teachers in their schools. Most principals interviewed from the selected schools responded that teachers were working in poor and de-motivating conditions. When asked to give the reason for their responses, they had different reasons. The principal from the public secondary school code 02 indicated that school had shortage of physical facilities like classroom, staff rooms which don't attract many teachers. The other principals from school code 04 indicated that the school had shortage of necessary facilities like chairs and tables for teachers to sit on, while the head teacher from secondary school code 06 said that teachers were working.

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

### Teacher workload

Working conditions and work environment in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The number of lessons taught per week (workload) also affected teachers' level of job satisfaction (Nyagaya, 2015). To see the effect of teacher workload on job satisfaction the researcher used the Pearson Correlation Coefficient. The Table 16 shown summarized the results.

**Table 16: Correlation Matrix of Teachers Job Satisfaction and workload**

		workload
Job satisfaction	Pearson Correlation	-.414**
	Sig. (2-tailed)	.000
	N	82

\*\* . Correlation is significant at the 0.05 level (1-tailed).

Table:16 shows the correlation between Teachers Job Satisfaction and their workload. This hypothesis is tested at 5% significance level. From the table, the test is r significant,  $r(82) = -0.414$ .  $P < 0.05$ . The results indicate significant negative correlation of satisfaction with teacher workload on overall job satisfaction.

**Table 17: The Correlation Analysis by School Type (Private and public Schools)**

School type			job satisfaction	Workload	School facilities	Student Behavior
Private	job satisfaction	Pearson Correlation	1	-.521**	-.139	-.324
		Sig. (2-tailed)		.003	.465	.081
		N	30	30	30	30
	Workload	Pearson Correlation	-.521**	1	.159	.157
		Sig. (2-tailed)	.003		.402	.406
		N	30	30	30	30
	School facilities	Pearson Correlation	-.139	.159	1	.179
		Sig. (2-tailed)	.465	.402		.344
		N	30	30	30	30
	Student Behavior	Pearson Correlation	-.324	.157	.179	1
		Sig. (2-tailed)	.081	.406	.344	
		N	30	30	30	30
public	job satisfaction	Pearson Correlation	1	-.201	-.411**	-.078
		Sig. (2-tailed)		.153	.002	.583
		N	52	52	52	52
	Workload	Pearson Correlation	-.201	1	-.075	.469*
		Sig. (2-tailed)	.153		.598	.000
		N	52	52	52	52
	School facilities	Pearson Correlation	-.411**	-.075	1	.053
		Sig. (2-tailed)	.002	.598		.711
		N	52	52	52	52
	Student Behavior	Pearson Correlation	-.078	.469**	.053	1
		Sig. (2-tailed)	.583	.000	.711	
		N	52	52	52	52
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

As depicted in Table:17 Teachers workload was significant and have an adverse effect on job satisfaction in case of private secondary schools ( $r=-.521$ ,  $p<0.05$ ).From this one can say that teacher's workload is likely to play a significant role in determining the job satisfaction of teachers in private secondary schools of Shashemene City Administration while school facilities and student behavior were failed to be significant relationship with the current level of teachers' job satisfaction.

On the other hand, school facility was significant and have an adverse effect on job satisfaction in case of public secondary schools ( $r=-.411$ ,  $p<0.05$ ). From this one can say that teacher's satisfaction with school facility is likely to play a significant role in determining the overall job satisfaction of teachers in public secondary schools of Shashemene City Administration while workload and student behavior were failed to significant relationship with the current level of teachers' job satisfaction in case of public secondary school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This part of the study has two main components. The first component presents a summary and conclusions of the major findings that was done in chapter four and the final component provides appropriate recommendations based on the findings. The second section presented the results of studies conducted by researcher on the issue of job satisfaction across private and public secondary schools in Shashemene City Administration. This chapter presents the summary of findings, conclusion drawn from the results and the recommendations by the researcher.

#### 5.1 Summary of the Major Finding

##### The Current Teacher's Job satisfaction Status

The study found out that, the overall teacher's job satisfaction status in both private and public secondary is moderate ( $\bar{x} = 2.94$ ;  $SD = 0.29$ ) similarly the teacher's level of satisfaction private and public secondary schools also moderate across school type, i.e., private ( $\bar{x} = 3.03$ ;  $SD = 0.35$ ), and public secondary schools ( $\bar{x} = 2.89$ ;  $SD = 0.24$ ).

Concerning to teachers intrinsic jobs and extrinsic level of job satisfaction the study found out that means score for private ( $\bar{x} = 2.87$ ,  $SD = 0.9$ ) and for public ( $\bar{x} = 3.01$ ,  $SD = 0.809$ ) for the six items indicated that the teachers, on average, have moderate satisfaction with the aspect of the intrinsic job satisfaction. The estimated t-test statistics ( $t_{80} = -1.19$ ;  $p > 0.05$ ) failed to be statistically significant; this indicates there is no significant difference in level of satisfaction between private and public on the aspect of intrinsic job satisfaction. The Grand mean score ( $\bar{x} = 3.01$ ,  $SD = 0.80$ ) shows the teachers intrinsic level of satisfaction in the targeted secondary schools, is moderate level. The lack of opportunity for continuous improvement of teaching profession in private school and low salary in public schools have significant an effect on decreasing the job satisfaction of secondary school teachers in Shashemene City Administration.

Similarly, teachers extrinsic level of job satisfaction the study found out that means score for private ( $\bar{x} = 3.07$ ,  $SD = 0.43$ ) and for public ( $\bar{x} = 2.91$ ,  $SD = 0.809$ ) for the ten items indicated that the teachers, on average, have moderate satisfaction with the aspect of the extrinsic job

satisfaction. The estimated t-test statistics ( $t_{80}=1.835$ ;  $p>0.05$ ) failed to be statistically significant; this indicates there is no significant difference in level of satisfaction as a whole between private and public on the aspect of extrinsic job satisfaction. The Grand mean score ( $\bar{x}=2.97$ ,  $SD=0.39$ ) shows the teachers extrinsic level of satisfaction in the targeted secondary schools, is moderate level. Principal incompetence in making decisions, teachers lack of opportunity to participate in different school activities, teachers lack of freedom to have own judgment and un comfortable school environment and working condition etc have significant effect on decreasing the teachers extrinsic job satisfaction of secondary school teachers in Shashemene City Administration.

➤ **The Effect of Frustrated Teacher Behavior factor**

The study revealed that the level overall mean rate for teacher frustrated behavior is moderate ( $\bar{x} = 3.46$ ;  $SD = 0.53$ ). However, the result obtained from the multiple linear regression results teachers frustrated behavior failed to be significantly determined job satisfaction ( $t_{0.05,80} = 0.168$ ,  $p > .05$ ). It also made the comparison between private ( $\bar{x} = 3.47$ ;  $SD = 0.46$ ) and public ( $\bar{x} = 2.10$ ;  $SD = 0.49$ ) secondary schools and the result indicate there is no significance difference ( $t_{0.05,80} = 0.168$ ,  $p > .05$ ) on the aspect of job satisfaction.

➤ **The Effect of Intimate Teacher Behavior factor**

The teachers' responses showed that the perceived intimate behavior were a significant factor influencing their job satisfaction ( $t_{0.05,80} = 2.462$   $p < .05$ ) as whole and a significant factor for teachers in public school ( $t_{0.05,80} = 3.168$ ;  $p < .05$ ). Thus, the data tended to reflect patterns of public teacher contentment as far as intimate Teacher Behavior are concerned.

➤ **The Effect of Engaged Teacher Behavior factor:**

Regarding to the effect of engaged Teacher Behavior, the t-value ( $t_{0.05,80} = 2.132$   $p < .05$ ) found to be statistically significant. Thus, Engaged teacher behavior was the major factors that put teachers' relationship into high level of satisfaction. On the contrary, the effect of engaged teacher behavior factor fail to be significant across school type, i.e., private ( $t_{0.05,29} = -0.757$ ;  $p > .05$ ) and across the public secondary schools ( $t_{0.05,51} = -1.585$ ;  $p > .05$ ).

➤ **The Effect of Supportive principal Behavior factor**

The study found that the school principal supportive behavior likely predicts teacher's job satisfaction ( $t_{0.05,80} = 2.128; p < .05$ ). Similarly, the effect of supportive principal behavior factor found to be significant across school type, i.e., private ( $t_{0.05,29} = 4.125; p < .05$ ) and across the public secondary schools ( $t_{0.05,51} = 4.513; p < .05$ ).

➤ **The Effect of Directive principal Behavior factor**

Regarding to the effect of directive principal behavior, the estimated t-value ( $t_{0.05,80} = -2.12; p < .05$ ) found to be statistically significant. Thus, directive principal behavior was the major factors that likely determine teachers' job satisfaction. On the contrary, the effect of directive principal behavior factor failed across the private schools ( $t_{0.05,29} = -0.757; p > .05$ ) but it was a major factors that likely determine teachers' job satisfaction across the public secondary schools ( $t_{0.05,51} = -2.100; p < .05$ ).

➤ **The Effect of Workload factor**

The correlation between overall teachers job satisfaction and their workload,  $r(82) = -0.414$ , it is significant and the high teachers workload the less teachers' job satisfaction. The study further showed that a moderate and a significant correlation with job satisfaction in private secondary schools ( $r = -0.521, p < 0.01$ ) whereas, for the case of public secondary schools was failed to be significant ( $r = -0.201, p > 0.05$ ). Teachers workload has an adversely effect of job satisfaction of teachers in private secondary school of Shashemene city, and vice versa.

➤ **The Effect of student behavior:**

The study found that weak but significant relation between student behavior and teacher and ( $r = -0.252, p < 0.05$ ) job satisfaction of secondary school teachers in Shashemene city administration. However, correlation between teachers job satisfaction and student behavior failed to be significant in the case of private secondary schools ( $r = -0.324, p > 0.05$ ) and public secondary schools ( $r = -0.504, p > 0.05$ ).

### ➤ **The Effect of School Physical Facility:**

The study found that relation of teacher job satisfaction and school facility were weak and insignificant in private ( $r=-.220$ ,  $p<0.05$ ) and public secondary school ( $r=-.220$ ,  $p<0.05$ ). From this one can say that school facility is unlikely to play a significant role in determining the job satisfaction of teachers in secondary schools of Shashamane City Administration.

## **5.2 Conclusions**

Based on the results and discussions parts, the researcher drew the following conclusions: The groups referred to are of different genders, ages, educational qualifications, and years of teaching experience. As far as the status of in-service teachers' level of satisfaction was concerned, it was concluded that the majorities of the teachers were either poorly or very poorly motivated to the profession of teaching in both public and private schools. This is due to the fact that teachers were not adequately motivated to the profession of teaching in both public and private schools. Limited opportunity to participate in school activities, impracticable schools policies and uncomfortable working environment were some of the main reason that teachers in both private and public schools demotivated in their profession.

The study showed that teacher frustrated behavior had no significant impact on the job satisfaction of the participant teachers. Similarly, had no significant effect across school type (i.e. private and public school).

As regards the relationship between job satisfaction and intimate teacher behavior (with school principals, colleagues, students, and parents), the result showed a positive significant correlation with job satisfaction. The intimate teacher behavior has significant effect on improving the job satisfaction of secondary school teachers in the study area. Therefore, teachers in public school more satisfied in the aspect of intimate teacher behavior. The factors that cause this difference are teacher in all departments work friendly and teachers' socialize with each other on a regular basis are the main causes for the differences. The study identified the teacher with colleagues and/or staff members as the most satisfying in public schools.

In general, the less positive the intimate relationships, the less the job satisfaction of the secondary school teachers, and vice versa.

With regard to the teacher engagement, the result showed a positive significant correlation with job satisfaction. The teacher engagement has significant effect on improving the job satisfaction of secondary school teachers in both school types in the study area because the teachers in both groups have similar commitment. The less positive teacher engagement, the less the job satisfaction of secondary school teachers and vice versa.

As regards the relationship between job satisfaction and administrative support and management, the result showed a lower but a significant correlation with job satisfaction. The lack of good administrative and management practices has significant effect on decreasing the job satisfaction of secondary school teachers in Shashemene city administration, and vice versa.

As to the salary, teachers in both public and private secondary schools were de-motivated with the salary paid and absence of incentive they get and school-based problems and other stakeholders' and educational experts' ineffective administration and lack of treatment, de-motivated teachers at their work places. The school principals exercise educational leadership alone and lack of teachers' participation in school decision making, as well as made negative impacts on teachers' work satisfaction.

With respect to teacher-student relationships, both the questionnaire and interview data clearly showed that the private secondary school teachers were dissatisfied with the behavior of the students.

Regarding work characteristics, it emerged as the work content aspects of the teachers' workload the major factor as contributing to the job satisfaction of teachers in secondary schools, the teachers expressed their dissatisfaction with the workload they had at their schools. On the other hand, school facility did not show significant difference as factors for teachers' satisfaction.

### **5.3 Recommendation**

There is no best solution for teachers' problem of job satisfaction but it could be minimized to improve teachers' job satisfaction at any level. Indeed, one cannot even expect such a precise solution for all factors that affect teachers' job satisfaction. However, the following points are regarded as possible recommendations that would contribute to improve teachers' work satisfaction at Shashemene city Administration in both private and public secondary schools.

Therefore, based on the conclusions made, the following recommendations were proposed to all concerning bodies (ministry of education, non-governmental education stakeholders, school principals, supervisors, zonal education offices, woreda (district) education offices, parents, and teachers) in the study areas.

- The education sector including both school types (private and public) has to improve the working environment and working conditions in secondary schools. This can be achieved through establishing friendly relationship both in working and living environment. The private school owners and principals should work for the provision of quality education than giving attention for collecting money from parents.
- The education office has to give accreditation for the private owned schools after they fulfilled the necessary requirements for quality education.
- Since the teachers both in private and public secondary schools in Shashamane City Administration were highly dissatisfied with their salaries, the concerned bodies of Shashamane education leaders and Teachers' Association should understand the importance of implementing appropriate salaries and benefits for teachers.
- In schools, students and teachers are the most important resources. To increase teachers job satisfaction and commitment, principals and vice-principals should create comfortable working environment and facilities, and prepare necessary instructional materials. School principals need to consult teachers and other stakeholders in order to use school facilities more wisely and effectively. Therefore, the school administrators should be alert to take measures as much as possible since teachers' dissatisfaction with the working environment and facilities have a tendency to retard students learning.
- The rate and mode of payment for teachers' allowances, salaries and other benefits has to improve by setting clear payment policies and use them in order to guide the whole process payment. The government shall increase the salaries, allowances for the teachers in order to motivate them.
- The private school owners has to minimize the work load of teacher to provide quality education for the generation because the teacher high work load cannot be interested in their job.

- The teachers in both school types have to understand their professional, social and organizational responsibility to solve the problem by themselves than waiting external bodies.
- The teachers need to be empowered through in-service training, and by using educational opportunities to maximize the problem-solving abilities of the teachers and the school's collective expertise. Education leaders need to closely supervise and establish systems to monitor and evaluate whether rules and regulations are being implemented fairly and transparently by the school principals.
- The educational office shall work on condition that cause staff work dissatisfaction (teaching profession, inadequate salary and other benefits, work environment, student's disciplinary problems, administrative problems) and weak performance by facilitating teacher's promotion by improving salary and other benefits.
- The principals in both school types (private and public) has to encourage teachers morale by giving recognition for their service, creating awareness for the surrounding community to shape the behavior of their children to motivate teachers towards their job.
- Organizational rules and policies are implemented in wrong ways and lack in handling and treating teachers. Therefore, it is recommended that stake holders has to work to minimize and break the wrong implementation of rules and policies by a wearing through seminar and training.
- This study indicated the importance of interpersonal relationships for teachers' job satisfaction. The teachers need their significant others to be supportive, friendly, and free from bias. The school principal has to create a working environment with good interpersonal relationships. Positive relationships with the principal, the students and the parents need to be nurtured and improved.
- All teachers both private and public had the interest to get promotion and recognition to upgrade them through further education. Therefore, it is recommended that adequate access of educational opportunity for teachers has to be given so that they get work satisfaction. Lack of clarity and common agreement towards both school and organizational rules and policies influences teachers' work satisfaction at their work place. Thus, the concerned stakeholders should avoid it through continuous training and seminar.

- What is most important for improving teaching and learning at school is the management and leadership styles and qualities that the school principals display in their schools. Addressing the factors that negatively affect the job satisfaction and motivation of teachers should be a primary concern of the school principals.
- This study focused on private and public secondary school teachers. Similar studies could be done with primary school teachers in Ethiopia.
- Finally, based on important findings of the study, suggested recommendations are given.

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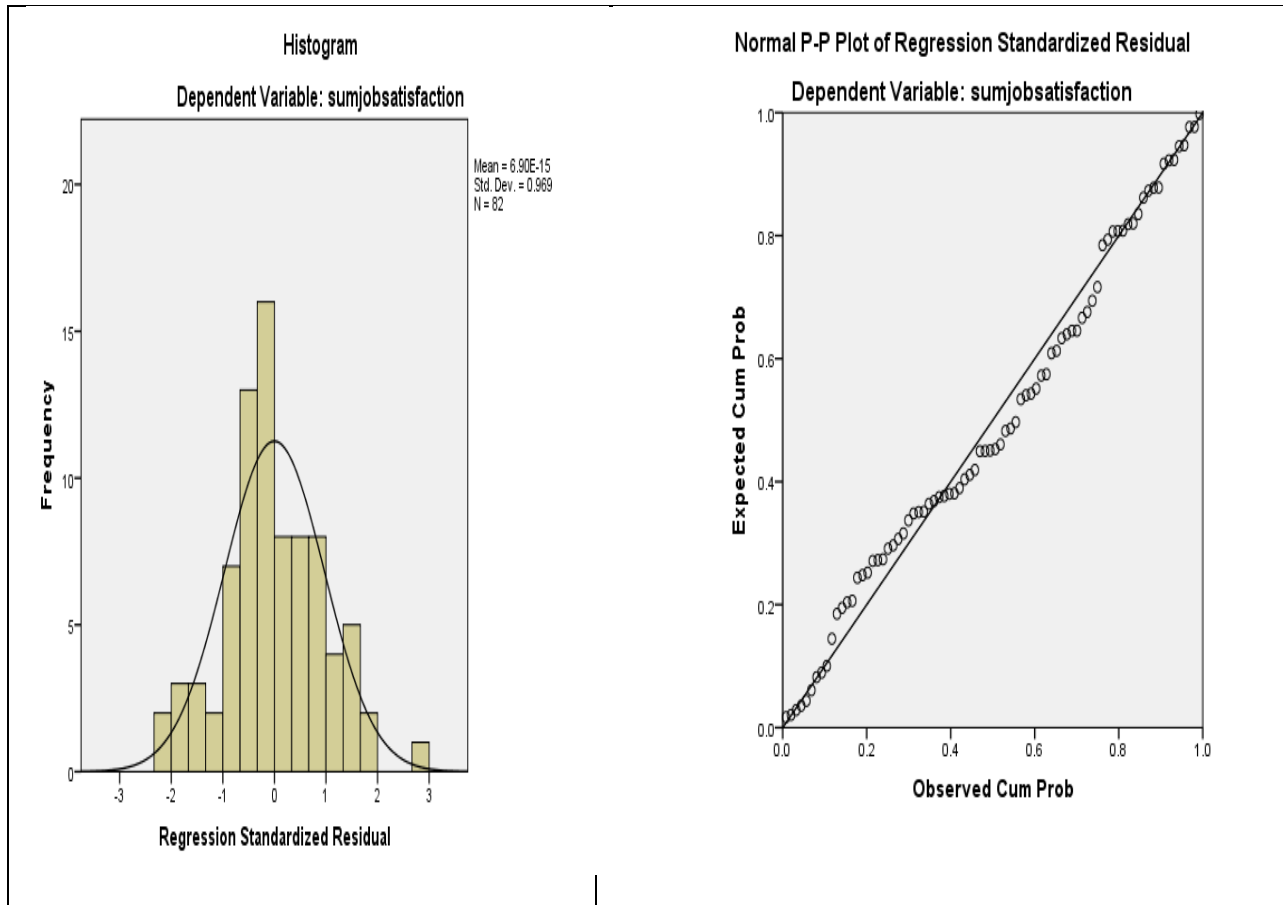
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## APPENDIX A



### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.525 <sup>a</sup>	.276	.228	.25763	.276	5.796	5	76	.000

a. Predictors: (Constant), Summary for Directive Principal Behavior, Summary for Supportive Principal Behavior, Summary for Intimate Teacher Behavior, summary for frustrated, Summary for Engaged Teacher Behavior

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
		1	(Constant)	1.145	.483		2.370	.020

summary for frustrated	.087	.059	.154	1.492	.140	-.029	.204
Summary for Intimate Teacher Behavior	.175	.071	.243	2.462	.016	.033	.316
Summary for Engaged Teacher Behavior	.106	.050	.238	2.132	.036	.007	.206
Summary for Supportive Principal Behavior	.272	.128	.237	2.128	.037	.017	.526
Summary for Directive Principal Behavior	-.092	.044	-.214	-2.100	.039	-.179	-.005

a. Dependent Variable: sum job satisfaction



## Part II: Questionnaires related to Job Satisfaction

The following statements related to job satisfaction. There are five points in the rating

Scale, Make a thick(√)mark that corresponds to your response.

**Use this key: 1=Strongly Disagree, 2=Disagree, 3=Feel nothing, 4=Agree, 5=Strongly Agree**

No	Items	Options				
		1	2	3	4	5
<b>Items Related to Intrinsic Job Satisfaction</b>						
1	I have the opportunity to teach what I planned to teach					
2	I often approach and advise students					
3	There is access to professional development or induction Support					
4	There is no opportunity for continuous improvements of teaching profession in my school					
5	My salary is fair with regard to my job					
6	I am always happy with my teaching profession					
<b>Items Related to Extrinsic Job Satisfaction</b>						
7	My school principal has necessary competence in making Decisions					
8	I have opportunity to participate in different school activities					
9	I am recognized for a job well done					
10	School policies are put into practice as I expect					
11	My school principal values and respects teachers and workers					
12	My school staff cooperate with each other in work related Issues					
13	I always support students who need help					
14	There is no freedom to use my own judgment					
15	My school environment and working condition is comfortable					
16	I will not get praise from my principal for the effectiveness in Teaching					

1. What do you say about the level of teacher job satisfaction in your school?

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**Part III. The Organizational Climate Description Questionnaires.**

The following are statements that are related to your school climate (situation). Please Indicate the extent to which each statement characterizes your school. Make a thick (√) mark that corresponds to your response.

Use these key: 1=Strongly Disagree, 2= Disagree, 3=Undecided 4=Agree 5=Strongly Agree

No	Items	option				
		1	2	3	4	5
<b>Items Related to Frustrated Teacher Behavior</b>						
1	Teachers have too many workload					
2	Routine duties interfere with the job of teaching					
3	Teachers are satisfied with their school environment					
4	Teachers interrupt other department members who are talking in staff Meeting.					
5	Students are trusted to work together without supervision					
6	Assigned non-teaching duties are excessive					
7	The morale of teachers is high					
<b>Items Related to Intimate Teacher Behavior</b>						
8	Teachers are friendly with students					
9	All departments in this school work friendly					
10	Teachers help and support each other					
11	Teachers socialize with each other on a regular basis					
12	Teachers respect the personal competence of their colleagues					
<b>Items related to Engaged Teacher Behavior</b>						
13	Teachers spend time after school with students who have individual problems					
14	Teachers really enjoy working in your school					
15	Students solve their problems through logical reasoning					
<b>Items related to Supportive Principal Behavior</b>						
16	The principal of your school is good example in all aspects					
17	The principal respects teachers					
18	School administration is more of occupied on paper work					
19	The principal closely checks teacher activity					

20	The principal explains his/her reason for criticism to teachers					
21	The principal is available after school to help teachers when assistance is needed					
22	The principal uses constructive criticism					
23	The principal looks out for the personal welfare of the school compound					
24	The principal supervises teachers closely					
25	The principal encourages teachers autonomy					
26	The principal is available after school to help teachers when assistance is needed					

<b>Items related to Directive Principal Behavior</b>						
27	During staff meeting principal dominates the conference					
28	The principal rules with a ironist(power)					
29	The principal monitor sever thing teachers do					
30	The principal talks more than listens					

2. What do you suggest about the teachers and principals behavior in your school?

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**Part IV: Questioners about Students Behavior**

The following are statements about t students’ behavior in your school.

Make a thick (√) mark that corresponds to your response.

**Key1= Never, 2=rarely, 3 = Sometimes4=Often5=Very frequently**

No	Items	Options				
		1	2	3	4	5
1	Students are cooperative during class room instruction					
2	Students respect their teachers.					
3	Teachers monitor and control misbehaving students in the classroom					
4	Students attend regularly their class					
5	Most of the students in your school are disobedient					
6	Misbehavior students interferes teaching in the class					

3. What do you suggest about students behavior in your school?

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## Part V: Questioners about Teachers' Work Load

The following are statements about teachers work load. Make a thick (√) mark that corresponds to your response.

**Key: 5=stronglyagree,4=Agree,3=Undecided2=Disagree,1=stronglydisagree**

No	Items	Options				
		1	2	3	4	5
1	I have extra classes for the late registered and slow learners					
2	Total teaching periods It each is too much					
3	The number of subjects I teach are many					
4	The number of committee Involved is too many					
5	I spend much of my time on co-curricular activities					
6	I always carry out some administrative issues (unit leader, department head--etc.)					
7	Preparing for next class takes me a lot of time					
8	I stay after school to tutor students who need help					
9	I spent much time dealing with students who have individual Problems					

4. What do you suggest about teachers workload in your school?

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**Part VI: Questioners about School Physical Facility**

The following are statements about the status of physical facility of your school. Make a thick(√)mark that corresponds to your response.

**Key:4=VeryGood,3=Good,2=Poor,1=Very poor**

No	Items	Options			
1.	The availability of reference materials with in in your school.	1	2	3	4
2.	The sufficiency and quality of your staffroom in your school				
3.	Sufficiency of Sporting facilities in your school				
4.	The provision of instructional materials such as text books and teaching aid facility in your school.				
5.	The Condition of school building in your school.				
6.	The adequacy of classroom in your school.				

1. What do you say about your school facility

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## Part II: Interview for Secondary School Principals

The main objective of this interview guide line is to collect extensive information on the effect of school climate on teachers' job satisfaction. Thus, your genuine participation to give necessary information has great importance for effectiveness of the research.

Name of the school\_\_\_\_\_

Sex:\_\_\_\_\_ Age\_\_\_\_\_

Current position\_\_\_\_\_ Service year\_\_\_\_\_

1. Are there teachers who left your school during the past three years? Can you explain why they left?
2. Are there teachers who had left your school but still teaching in other schools? Please, explain the reason.
3. How are you making decisions in your school? Can you explain in detail?
4. Do teachers get support and help from principals and colleagues? Can you explain the type of support they get from each?
5. How is the student-teacher relation in your school, would you explain about it?
6. Are teachers in your school satisfied with their job? If not why?
7. How is the workload of the teachers?
- 8 How do you feel about the facility in your school and how are they related to teachers' job satisfaction.

