



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

ASSESSMENT OF TEACHERS' JOB SATISFACTION IN
SELECTED PRIVATE SECONDARY SCHOOLS OF ARADA
SUB- CITY ADDIS ABABA

By
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**ASSESSMENT OF TEACHERS' JOB SATISFACTION IN
SELECTED PRIVATE SECONDARY SCHOOLS OF ARADA
SUB- CITY ADDIS ABABA**

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This is to certify that the thesis prepared by Etenesh Mekonnen, entitled Assessment of teacher's job satisfaction in selected private secondary schools of Arada sub- city Addis Ababa. It is submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Educational Leadership and Management that complies with regulation of the university and meets the accepted standards with to Originality and Qualities.

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List of Abbreviations/Acronyms

BA	Bachelor degree
CPD	Continuous Professional Development
COVID	Corona virus disease
EBG	Educational Background
JS	Job Satisfaction
TJS	Teachers Job Satisfaction
MA	Masters of Art
MoE	Ministry Of Education
SPSS	Statistical Package for the Social Sciences
SS	Secondary School
TSR	Teachers Student Ratio
TJS	Teachers Job Satisfaction
VSO	Voluntary Service Overseas

Abstract

The main purpose of this study was to assess the current Teachers Job Satisfaction in selected Private Secondary Schools of Arada Sub- city Addis Ababa and to forward possible recommendation. The study reviewed the related literature on job satisfaction theories, overviews and concepts. Thus, the study seeks to indicate the current level of teaches job satisfaction, to identify main causes for the teachers' job satisfaction and dissatisfaction in those schools and look significant differences in the demographic characteristic of teachers influencing their job satisfaction. The researcher employed descriptive survey design, used availability and random sampling techniques, and inferential statistics and thematic analysis were employed. 104 teachers and 7 principal drawn from three schools for actual source of information, but cause of COVID-19 epidemic only 79 (75.96%) of teachers and 4(57.14%) principals participate for this study. The response of this study was analyzed by using percentage for quantitative data and the qualitative data presented by narration. Finally the result of study indicate the level of teaches job satisfaction is very low, there are different causes for teachers' job dissatisfaction; main causes are related with salary& incentives, allowances are not adequate & not matches with their experiences and educational preparation. Training and development not give continuously and it is not adequate, related with work load teachers stated that their job is too heavy & serious, participant believed teaching is routine activities & it is not encourages them to be creative, related with work environment as both quantitative & qualitative data shows private schools teachers don't has transport access. On recognition factor teachers not receive full recognition from the school owners. In the other hand *teachers are well motivated* & satisfy with supervision factor, colleague's factor & responsibility factor. Regarding to demographic characteristic 88.6 % of teachers were males and 11.4 % of teachers were females. Female's teachers work for long period of time then males teachers. Principals also stated females teachers teak more responsibility then males. It is possible to suggest that an effort made to increase teachers overall job satisfaction where by increasing teachers emotional attachment with their profession.

Chapter one

1.1 Introduction

This chapter deals with the background of the study, statement of the problem, significance of the study, objective of the study and research questions. Furthermore it indicates the delimitation, limitations of the study and organization of the study.

1.2 Background of the Study

To be competitive and productive organizations need effective and efficient utilization of resource. Among different organizational resources human resource is the most complex, important and challenging resource.

The performance of employees in the organization is affected by different factors. The most important cause or condition is the low rate of job satisfaction. Job satisfaction is the condition of establishing a healthy organizational environment in an organization. Any organization will be productive if workers are satisfied in their jobs and get what they need. Motivated employees are happy about their job and they are highly productive and effective.

Berhanu Shanko (2018 p.25) suggested that, job satisfaction is a complex and multi-faceted concept, which can mean different things to different people affected by different sets of factors. There are various factors to motivate and encourage employees in any organization, that include gender, age, marital status, professional qualification job experience, school type, payment, working conditions, job security, leadership and organizational culture. Locke. Fitzpatrick. & White.(1983)

Several studies have been conducted on human motivation since the early 1940s. Abraham Maslow theory for motivation was one of the very well-known theories (1970.43). His need based theory of motivation provided the hierarchy of factors that motivate an employee, including physiological or basic needs, safety, belongingness and affiliation, self-esteem and self-actualization.

According to Obi, (1997) in education, teachers should be motivated in order to boost their productivity, effectiveness efficiency and dedication in performing their task which will

enhance quality assurance, quality education and quality instructional delivery in the educational system.

Motivation is the process of influencing and stimulating a person to take action that will accomplish desired goals Peretomode (1991). However teacher's motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities use by the management for the employees, so they may become satisfied and effective in performing their task (Obi, 1991).

It will energize the teachers and their effort will be in full swing to build the nation (Shamima 2006). Education is the best back bone of a nation; it is the key for economic development, social development, cultural development and technological achievements. If teachers are unhappy and dissatisfied with their jobs and work environment how they will be ineffective, and negatively affect the future of that nation. Therefore teachers must be satisfied with their job because they engaged in build human being.

The concept of job satisfaction has become an essential feature that any organization needs to evaluate the satisfaction of their employees or their customer on a regular basis. The retention of good employees is also essential for the organization to achieve consistent growth. The contribution of teachers towards producing good quality of students must be considered. Thus, it's vital for every school to keep its qualified teaching staff and identify all those possible motivational and other factors that lead to teacher's job satisfaction and good performance (Shehnazand Noor, 2015).

According to (Hamdia 2011) the commitment of any organization and firm is to achieve higher productivity where by the employees are functioning well in an organizational system. Motivated and committed workers are the essential condition for accomplishing the organizational goals. Therefore schools should have great attention in motivating, satisfying teachers for better performance and in achieving the expected educational goals and objectives for the future development of the country.

Students, parents and the society will greatly benefit from teachers services when teachers bring out their best in their place of work or school. Effectiveness is the "what of change while improvement is the "how of change (Stoll and Fink 1996).

Everybody has intrinsic and extrinsic needs. Intrinsic motivation is an inner drive to engage in an activity of its own sake because it is interesting and satisfying in itself. Extrinsic motivation drives to engage in an activity because of a reward to engage in the activity or a punishment for not engaging. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand an extrinsically motivated teacher may perform the activity or duty in order to obtain some reward such as salary, bones. (Agnes Mark 2015). Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time to supply some extrinsic motivation along the way for school improvement (O'neil, 1995). In general, studies on motivation revealed that principals or educational sectors focus on intrinsic motivation than extrinsic motivation.

The education system in Ethiopia, at all levels, is challenged by a lack of quality, as indicated by the Study into Teacher Utilization in the Regions of Ethiopia Report (Centre for British Teachers, 2008 P.217). The study showed that there has been a deterioration of quality in the education system as a result of the rapid rise in student enrolments, among others. This state of affairs is indicated by the low student achievements. Many factors have been identified as contributing to the poor performance of the education sector in Ethiopia. The problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Evans,2000 P.39). As stated in the Education and Training Policy of Ethiopia (1994), one of the objectives of education is —to improved the working conditions and job satisfaction of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude||. This shows as there is a problem with the working condition of teacher because of different factors. Even though some factors are solved, yet there are unsolved factors that can cause teachers'dissatisfaction on their jobs. To guarantee better student achievement and quality education, to stabilize the teachers'employment in the teaching profession and to raise the teachers'morale, is to be better informed about teacher job satisfaction. This is because teachers are very important than any other requirements in improving students achievement (Gamachis Fikadu, 2018 p1-2). For the past six years the researcher had served in private schools in Addis Ababa as a teacher and vice principal in primary school. In my experience I observed the poor initiations of teachers to stay in their

profession and some teachers has poor participation in school curricular and co-curricular activities. Therefore, as a school principal the researcher needs to assess the main factors affecting teachers job satisfaction in Arada sub city private secondary schools, Addis Ababa.

1.3 Statement of the Problem

Major work motivation factors that dissatisfy employees regarding organizational leadership and administration are related to lack of school principals exercise educational leadership collaboratively, lack of sharing of school vision and goal by principals, having low confidence in the leadership of school and educational office, dissatisfaction with the existing management practices of the school and irresponsibility, lack of giving attention by organizational leaders and administrators to the work the owners of the school awareness about the teaching profession.

The educational leaders and owners of the school should identify the dissatisfying factors of teachers under their school. Robbins and Coulter (2009) argued that understanding of the factors are important to create an environment that allows and encourages an employee to do his or her best and it is a win-win for the employee and the organization. Rana (2011) also, argued that job satisfaction of employees in any organization is one of paramount importance to achieve the targeted goals on a sustainable development.

Teacher who is satisfied with his/her job has a sense of responsibility to uplift the society that he/she lives in , in other hand low level job satisfaction with teaching components has negative consequences on performance of teachers. Teachers with low level job satisfaction lacks devotion and commitments on their job, in turn it satisfy teachers bringing their best qualities to their schools, students, parents and the society at large.

Teachers are the ones who directly affect students achievement, mediate student encounter with content, control classroom activities most directly related to learning, in the absence of them even technology based innovations have little success of working (Chapman, Suyder, and Burchfield 1993).

Bennell. P (2004) asserted that low teacher motivation is reflected in weakening standers of professional conduct including serious misbehavior (in and outside of work) and poor professional performance. To minimize the problem many countries educational reform focuses on improving teacher competence.

Most of Ethiopian secondary schools are now a day's facing great problem particularly teachers turnover and dissatisfaction. Particularly teachers in Ethiopia encounter several challenges related to financial problem and professional expectation. According to Legesse (1992), achieving the vision and objectives stated in Ethiopian education policy and strategies set forth, the motivated and satisfied teachers' are crucial. The Movement of Ethiopia has taken various measures in response to this overwhelming problem. These include raising salary scale and reducing the rate of income tax. Since 2015 the free public transportation service for civil servants and from their respective work place being provided by the Addis Ababa city administrative council is believed to be a farther intensive scheme to contain such problem. Regarding this, Ethiopian new education and training policy (MoE, 1994) promote schools for focus on various activities which are taken to promote incentives to motivate teachers.

In the other hand the majority of private schools owner focused on the user, what do customers parents and students want?

Teachers deserve to be treated with respect and have their psychological and physical well-being maximized. Hence, job satisfaction is a key to educational sectors to any other profession.

By increasing the motivational level of the teachers most schools tried to increase their productivity as well as quality education. But, most school in Ethiopia as well as Addis Ababa are miles back in responding to the changing environment. As a result of this problem, most secondary schools teachers have extremely job dissatisfaction in the form of frequent absenteeism, turnover and limiting their effort and contribution. Since job satisfaction is a key to educational sectors, however private schools owners principals and other concerned bodies note give high attention and focused to increase teacher's job satisfaction.

However, many private secondary schools have emerged in Addis Ababa with an increasing competitive advantage, hence, it becomes a crucial question for most private secondary schools owners on how to improve the level of their employee's or teachers job satisfaction in order to increase their competitiveness. Thus, this study was interested to search out answers for the following questions.

1.4 Research Question

- What is the level of teachers job satisfaction in the selected secondary schools?
- What are the main causes for teachers' job satisfaction in the schools?
- What are the main causes for teachers' job dissatisfaction in the schools?

1.5 Objective of the Study

1.5.1 General objective

- The general objective of the research is to find out the main causes/factors for teachers job satisfaction in private secondary schools of Arada sub-city Addis Ababa.

1.5.2 Specific Objective

1. To explore the level of teachers job satisfaction in private secondary schools.
2. To find out cause /factors/ of teachers job dissatisfaction.
3. To assess how teachers' job satisfaction is influenced by their demographic characteristics.
4. To come out with conclusions and recommendation on the basis of the results of the survey analysis.

1.6 Significances of the Study

The study enable the private schools owner to understand their teachers job satisfaction levels and may help to formulate more effective strategy that enhances the teachers motivational techniques to increases their competitiveness. It is helpful to identify the causes that affect secondary schools teacher job satisfaction and dissatisfaction. The study may also contribute to quality of education if concerned bodies and educational leaders work to create a conducive working environment at school level. It may help the schools owner principals and all stakeholders to be aware of the factors against the motivation and job satisfaction of secondary school teaches. The sub city education office and officials, owners of the schools, principals can easily identify the problems related to lack of motivation, inspiration and satisfaction of teachers. Moreover, it would also serve as a source of information for other researchers and students to conduct further similar studies in the demarked research area.

1.7 Delimitation of the Study

The scope of this study is delimited to three private secondary schools in Arada sub city Addis Aba. The schools are M/M/St. Geabral Secondary school, St. selasea secondary school and Radical Academy secondary school. It selected as the study area from eight secondary schools

found in Arada sub city. The target populations that are included in this study teachers and principals.

The study also delimited to assessing the current level of teachers job satisfaction and to identify the causes for teacher job satisfaction and dissatisfaction.

1.8 Limitation of the Study

This study was subjected to the following limitations. The study conducted only in Addis Ababa one Sub-city on three private secondary schools. The questionnaire includes some part of school climate factors, thereby not including other school climate factors.

1.9 Definition of key terms

Extrinsic motivation: behavior that is driven by external rewards such as money, praise and evaluation.

Intrinsic motivation: is an inducement derived from within the person or From the activity itself and, positively affects behavior, performance, and well being (Ryan &Deci, cited in Sansone & Harackiewicz, 2000).

Job dissatisfaction: “a feeling that you are not pleased and satisfied..” oxford Advanced learner’s dictionary’s 7th edition 2005).

Job satisfaction: it is an individual’s feeling and interest regarding his /her work.

Leadership Style: refers to the way the school principal leads.

Motivation: Cole (2004) “those processes, both instinctive and rational, by which people seek to satisfy the basic drives perceived needs and personal goals, which trigger human behavior.

Principals: described as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant in initiating and realizing the innovation that takes place in the school. Unit University of Leicester (1994

Quality Education: Derebssa (2008) stated that the studies which exist mostly describe the quality of an educational system or part of the system it term of ‘input” into the teaching process or look at the student achievement in relation to these input. (Wondwosen Eshetu 2017)

Reward System: This is the compensation given to teachers for the services they render in terms of salary and incentives..

School Administrators: The term refers Principals, vice Principals and department heads.

Secondary School: “The school division from grade nine to grade twelve. It has two cycles (first cycle from grade 9-10 and second cycle from grade 11-12)”, (MoE 1994;50)

Supervision: In this study supervision considered as any service for teachers that eventually results in improving instruction.

Training and Development- refers to the school commitment to up-skill teachers in order to assist them in achieving tasks.

1.10 Organizations of the Study

Structurally, this research contains five chapters. The first chapter deals with introductory part that consists of background of the study, statement of the problems, the significance of the study, general and specific objective of the study, delimitation, limitation of the study, operational definitions of key terms and include the organization of the study. The second chapter contains review of related literature exploring different aspect of teachers’ job satisfaction. The third chapter deals with research design and methodology of the research. The fourth chapter will presented the results and discussion of the major findings including analysis and interpretation of the collected data. The fifth chapter presented the major findings of the research, conclusions and recommendation. Finally, lists of reference materials used in the study and the appendixes part.

CHAPTER TWO

2. Review of the related Literature

In this chapter, related literatures that are closely related to the problem under the study were reviewed. The chapter includes major theoretical framework, meaning of job satisfaction and dissatisfaction, components of job satisfaction, factors that affecting job satisfaction and other related concepts.

2.1. The Concept and Meaning of Job Satisfaction

Locke (1976) defined job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". In simple words, job satisfaction is when any job fulfills one's expectation.

Job satisfaction is an extent to which employees feel positively or negatively about different aspects of job e.g. job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Omme et al., 2009; Spector, 1997).

Davvis and Lofquist (1984), defined job satisfaction as a "pleasurable affective condition resulting from one's appraisal of the way in which the experienced job situation meets one's needs, values, and expectations".

Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individual's feelings and emotions about and how their job affects their personal lives. Paul Spector. P. E (1997) and Arif Ahmed (2008:7) define job satisfaction as a cluster of evaluative feelings about the job. They identified 9 facets of job satisfaction.

1. Pay- amount and fairness or equity of salary,
2. Promotion-opportunities and fairness of promotion,
3. Supervision-fairness and competence at managerial tasks by ones supervisor,
4. Benefits- insurance, vacation, and fringe benefits,
5. Contingent procedures-sense of respect, recognition and appreciation,
6. Operating procedure-policies, procedures, rules, and perceived red tape,
7. Coworkers- perceived competence and pleasantness of one's colleagues,
8. Nature of work- enjoyment of the actual tasks themselves,
9. Communication- sharing information within the organization (verbally or in writing)

There are no similar definitions about job satisfaction but there are many theories on what contributes positively or negatively to those ("feelings" not mentioned directly in this sentence. When referred as "those", which feelings?) . Today, the classic theories of Maslow,

Herzberg and Vroom on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction and as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction. In their books on theories of job satisfaction, Campbell, Dunnette, Lawler and Weik (1970) divided the present day theories of job satisfaction into two groups, content theories and process theories. Content theories give an account of the factors that influence job satisfaction while process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslow's Needs Hierarchy Theory and its development by Herzberg into the two factor theories of job satisfaction are examples of content theories. Equity, fulfillment and Vroom's expectancy theory are examples of process theory.

2.2 Job dissatisfaction

There are many factors which cause for job dissatisfaction to the employees while some causes may bring satisfaction. These factors vary from person to person, sometimes the factors linked to socio-economic condition and with personal factors.

When the employee's need is not fulfilled, he/she will express discontent with different forms of expressions. These expressions may be manifested in the form of absenteeism, turnover, etc. (Abiy 2006) mentioned exit, voice & neglect as expressions of the employees' dissatisfaction.

Exit: it is a behavior which refers to the idea that when the employee is dissatisfied he/she will have a tendency of leaving the job or the organization. It also refers to the idea of being forced to resign from his/her former job and seek a new post elsewhere because of dissatisfaction.

Voice: the employee will not exert active participation in attempting to improve the work conditions in a constructive manner. This is mostly improved by trying to collaborate and discuss with his/her boss in a positive manner and by suggesting improvement solutions for agreeable job conditions.

Neglect: this behavior refers to the employee (responding differently at the worsening job conditions without any attempt for improvement. It is expressed with frequent absenteeism, late coming, deliberate mistakes, etc (Robbin's 1989:136) and (Abiy 2006).

One of the earliest theories of job satisfaction, Frederick Herzberg's motivator-hygiene theory focuses on the effects of certain types of job facets on job satisfaction. Herzberg proposed the following theoretical relationships between motivator needs, hygiene needs, and job satisfaction: When motivator needs are met, employees will be satisfied; when these needs are not met, employees will not be satisfied. When hygiene needs are met, employees will not be dissatisfied; when these needs are not met, employees will be dissatisfied. According to Herzberg, an employee could experience job satisfaction and job dissatisfaction at the same time, and they can express by different forms.

2.3 Motivated Teachers Versus Unmotivated Teachers

2.3.1 Motivated Teachers

As Steyn (2002:86) stated that teacher's excellent performance and the consistent achievement of a good results, a positive attitude regarding problem solving and a willingness to accept responsibility and accommodate to change will contribute to the effective realization of the school's organizational vision, mission and goals. Consequently, in effective schools with motivated and well-committed teachers, there is also an effective culture of teaching and learning. Teachers are motivated in their work when principals avoid their professional problems. This implies that teachers are motivated when there is a "teacher-centered approach to educational leadership". This approach is only possible when the principal as an educational leader, over and above his/her management role (Evans 1998:160-171). Effective schools principals could motivate teachers and encourage them in their work and invite everyone for incentive competition equally. Principals also need to motivate teachers through oral appreciation and annual award, hindered. (Masresha 2019: 11)

2.3.2 Unmotivated Teachers

Ofoegbu (2004:1) points out that lack of motivation may lead to stress which eventually translates to ineffective management and lack of school improvement. There is lack of job autonomy and discretion for teachers who in turn feel powerless in decision-making processes at school. They also found that remuneration impacts on teacher motivation. Teachers who are unmotivated often display apathy and indifference to their work, poor time keeping and high absenteeism, a lack of cooperation in handling problems and an exaggeration. On the other hand, unmotivated teachers can have influence on teaching-learning process and students' achievement.

2.4 Theories of Job satisfaction

2.4.1 Theory x and theory y of McGregor (1960).

McGregor (1960) postulates theory **x** and theory **y** based on extreme assumptions about people and work. Theory **x** assumes that average employees dislike work, and that the only way to maintain or increase productivity is to simplify the operational process, supervise the employees closely, and motivate them in short term through financial incentive schemes. Theory **y** assumes that average employee's desire self-direction and self-control, seek; accept responsibility, enjoy physical and mental effort, and have the potential to be self-motivating (McGregor 1960 p. 304).

2.4.2 Expectancy theories of vroom (1984) and Lawler (1973)

The expectancy theories of Room (1964) and Lawer (1973) are regarded by Maloney (1986) states that people chooses how to behave from among alternative courses of action, based on their expectation of what there is to gain from each action. It is regarded as the most useful approach for analyzing the three important variables, performance outcome expectancy, valence and effort performance expectancy (P.P. 231-245) (BerhanAyenew 2007. P. 14).

2.4.3 Theory Z of Ouchi (1981)

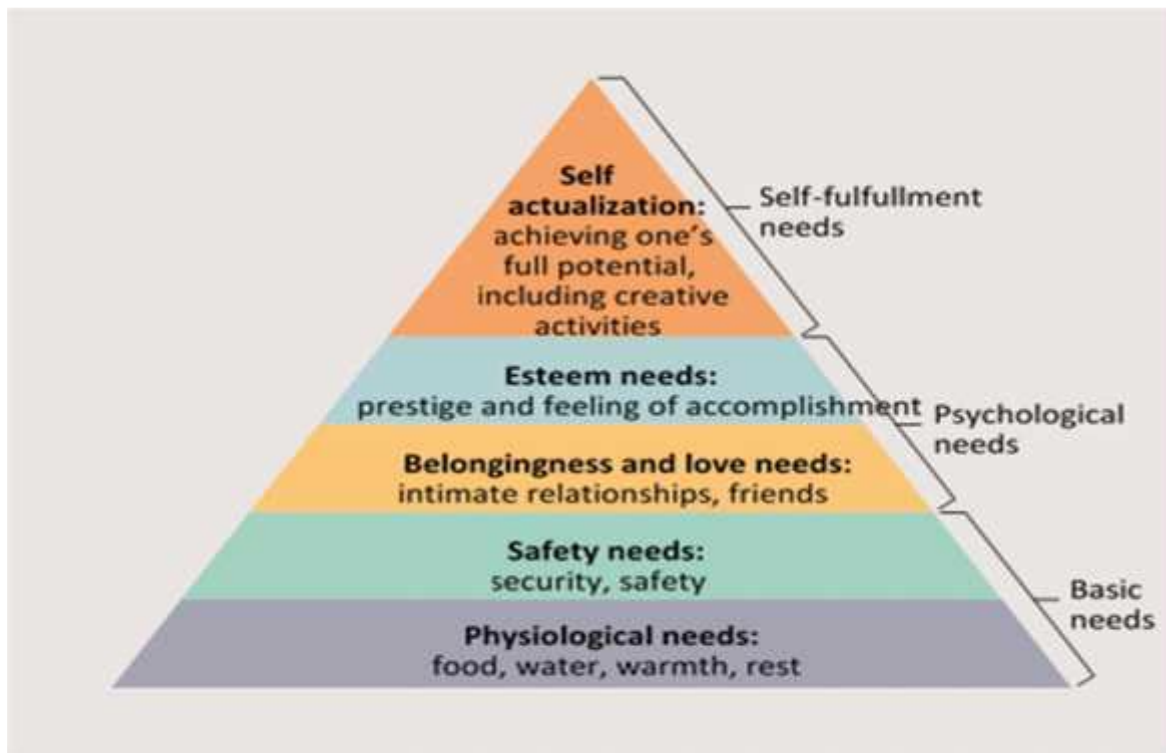
According to theory of Ouchi (1981) as quoted in lam and Tong, the key factors to managerial success are technology and a holistic way of managing employees by a strong company philosophy, a distinct corporate culture, long-term staff development, staff participation in decision making and modification or improvement of worker behavior.(Zbid,2003 P.63) (BerhanAyenew, 2007 P. 2w).

2.4.4 Maslow's Need Hierarchy theory

In his theory of motivation, Moslow (1954) as quoted in lam and Tang, classifies the desires or needs of human being into physiological need that are salary, housing, food and clothing, safety need are safe working environment, freedom from Pam and threats and job security, belongingness that are affection from friends and family, and the feeling of belonging to a group, esteem needs are the desire for respect and recognition that satisfy one's ego, self-realization or self-actualization needs are individual's personal sense of achievement and feeling of self-fulfillment. Maslow asserts that the low-level need must be satisfied before attempting to reach the need of the next higher level; and that once a need is satisfied; it is no longer a motivator of behavior with the exception of esteem and self-realization needs (Zbid,

2003, P. 62). Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory.

Diagram 1: Maslow's Hierarchy Pyramid



Source: Bob Poston (2009), Exercise in personal exploration: An Maslow's Hierarchy of Needs. & Mehari Mengistu (2018 p. 13)

2.4.5 Herzberg's Two Factor Theory

In 1959 Herzberg: his co-workers had performed an in depth analysis of sources of satisfaction and dissatisfaction among 200 engineers and accountants in the Pittsburgh area. A conventional approach to the problem would call for the experimenter to measure overall job satisfaction on a scale, and then relate these score to various factors making up or surrounding the individuals' jobs. Herzberg chose a somewhat different "semi-structure" interview approach, in which he and his co-workers asked a few general questions and then pursued items as they saw fit, without attempting to force the responses into any preconceived salary format (Behling, Labouitz and Kosms 1968, PP. 99-108).

Behling, et al. (1968) elaborated that Herzberg asked the respondents to identify any “critical incidents” which had led to satisfaction or dissatisfaction on the job. If the first incident recalled concerned a satisfying experience, the respondent was then asked to relate one which had led to dissatisfaction. If the first incident had been dissatisfying he was asked to recall a satisfying one. All of the incidents a number of the interviewees came up with three or four during the course of the interview were discussed and the respondents were asked to rate how strongly their feelings towards their job had been affected by each one. The various ideas which appeared in the transcripts of the interviews were then subjected to a post classification from which 14 factors emerged.

1. Recognition
2. Achievement
3. Possibility of growth
4. Advancement
5. Salary
6. Interpersonal relations
7. Supervision technical
8. Responsibility
9. Company policy and administration.
10. Working condition
11. Work it self-
12. Factor in personal life
13. Status
14. Job security

These factors were used as the basis of several analyses of the responses, the most important of which for the development of Herzberg’s theory, concerned the relative frequency with which they appeared in incidents leading to satisfaction and in those leading to dissatisfaction. Achievement, recognition the work itself, responsibility. Opportunity of growth, and advancement and all things intrinsic to the job itself-were mentioned in a large proportion of the satisfying incidents, but in only a few of the dissatisfying ones. Company policy and administration, quality of supervision, salary, interpersonal relations with the supervisor, and working conditions factors extrinsic to the work itself-appeared mostly in dissatisfying incidents (Behling, et. Al. 1968).

According to Herzberg (1967) as quoted in Ukaegbu (2000),—and in BerhanAyenew (2007), intrinsic elements of the job are related to the actual content of work, such as recognition, achievement and responsibility. These were referred to as ‘motivational’ factors and are significant elements in job satisfaction. By contrast, Herzberg described extrinsic factors as elements associated with the work environment, such as working conditions, salary, class Size, staff assessment and supervisory practices, and benefits. These were referred to as hygiene factors which are related to job dissatisfaction. Herzberg concluded that satisfaction and dissatisfaction are not the same continuum. As a result, he argued that motivational factors can cause satisfaction or no satisfaction, while hygiene factors cause dissatisfaction when absent, and no dissatisfaction when present. (P. 299). Such theories are, of course, somewhat tenuously founded in Maslow’s theory of a hierarchy of needs as applied to work situations; with lower order needs requiring satisfaction before higher level needs emerge and determine motivation.

2.5 Importance of Job Satisfaction

Spector (1997) presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to employees honorably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement. Spector (1997) believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

2.6 Components of Job Satisfaction

According to Lester (1987) the components of job satisfaction are supervision, colleagues, working conditions, responsibility, work itself, pay, security, and recognition. Rieger&Roodt, (2002)

Supervision: Supervision plays a vital role in increasing the satisfaction level of employees. If employees are supervised properly, their satisfaction about work always increases. Better supervision increases the level of satisfaction among employees. An intelligent, quick, sharp, kind and expert supervisor no doubt motivate their subordinates which in turns increases both the efficiency of employees and organization (Sadia, 2014). Cordial employee-management relationship plays an important role in the development of an organization or vice versa. In order to have a cordial relationship of the employees with the management, the company should treat the staff fairly, be ready to help them, provide training to enhance their skills and positive attitudes, and be ready to listen and respond to employees (Rana, 2011). Leadership has a strong and positive impact on job satisfaction of teachers in schools. The principals of schools should devote considerable attention to developing leadership skills and leader member exchange development (Milan, Dragana, Bojana& Ivan, 2016). Leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers' potential and achieving school improvement. Perhaps, the most prevalent finding one can draw from the above is that practices such as motivations of educators, job satisfaction in the work settings, organizational commitment, organizational citizenship and teacher leadership are only some of the leadership factors which are considered to be strongly influential concerning teachers' empowerment. What is quite interesting too is that, according to the literature and the evidence provided, transformational leadership seems to include all the appropriate practices that strongly influence teachers' effectiveness. However, regardless of the leadership model employed, this could be effective if the appropriate procedures were applied (Konsolas, 2014)

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Colleagues: Coworkers, the groups a person belongs to, and the culture a person grows up and lives in all have the potential to affect employees' levels of job satisfaction. Social influence from coworkers can be an important determinant of an employee's job satisfaction because coworkers are always around, often have similar types of jobs, and often have certain things in common with an employee (such as educational background). Coworkers can have a

particularly potent influence on the job satisfaction levels of new hires. New hires are still likely to be forming an opinion about the organization and the job. They might not yet know what to make of it or whether or not they will ultimately like it. If they are surrounded by coworkers who are dissatisfied with their jobs, they are more likely to be dissatisfied themselves than if they are surrounded by employees who enjoy and are satisfied with their jobs (Jennifer & Gareth 2012). According to Sadia (2014) quality human relations with coworkers increase the level of satisfaction.

Working Conditions: A pleasant work environment along with congenial working conditions keeps the employees happy which in turn increases the productivity. In addition to this, appropriate occupational health and safety management programs may be built for the wellness of the employees. Conducive work environment is one that gives workers a sense of pride in what

they do. However, employers that implement monetary as well as non-monetary initiatives to increase employee satisfaction definitely reap the benefits of reducing lethargy, absenteeism and lower employee turnover rates with greater organizational citizenship behavior and commitments (Rana, 2011). A good work environment and good work conditions can increase employee job satisfaction and the employees will try to give their best which can increase the employee work performance. The importance and the need is therefore describing or defining the physical environment by identifying those elements or dimensions that make up the physical environment (Mosammod, 2011). School climate effectively promotes teachers' professional commitment. Teachers' involvement in curriculum reform not only improves teachers' autonomous development, but also decreases teachers' burnout (Yong, 2005).

Physical environment as factor of teachers job satisfaction, though they are satisfied by the location of the school they are dissatisfied by classroom facility, office room facility, and having separate toilet for male and female teachers. So, school management is better to strive to fill this gap. Student class ratio, teacher student ratio, student text book ratio should be balanced. (Dechasa, 2016). Job satisfaction represents one of the most complex areas facing today's managers when it comes to managing their employees. Policy makers and managers have turned their attention to provide different kinds of facilities to their employees in order to satisfy their employees.

A good work environment and good work conditions can increase employee job satisfaction (Kumar & Mini, 2013). Every employee working in the organization has its own norms and

values and different belief towards organization where he/she works. There is positive and significant correlation among impact of organizational culture on employees commitment, job satisfaction and employees retention. If the organizational culture is positive, it will enhance employee's commitment, job satisfaction and decrease employees' retention, automatically the performance will increase.

Responsibility: Responsibility can be defined as a set of tasks or functions that an employer, professional body, court of law or some other recognized body can legitimately demand. Employers possibilities are defined by a contract of employment, which usually includes a job description setting out responsibilities in detail. These objectives should be discussed, developed and clarified with the individual's line manager both informally and formally as part of the performance appraisal process. It is important that the employee appreciates the link between their work objectives, those of the team and those of the organization (The National Mental Health Development Unit, 2009).

Work Itself: Perhaps the most important source of job satisfaction is the work situation—the tasks a person performs (for example, how interesting or boring they are), the people a jobholder interacts with (customers, subordinates, and supervisors), the surroundings in which a person works (noise level, crowdedness, and temperature), and the way the organization treats its employees (such as the job security it offers them and whether the pay and benefits are fair). Any aspect of the job and the employing organization is part of the work situation and can affect job satisfaction (Jennifer & Gareth 2012). Most people would be more satisfied with a job that pays well and is very secured than with a job that pays poorly and exposes the employee to the ever-present threat of a layoff. In fact, an increasing source of dissatisfaction for employees is a lack of job security and higher workloads as a result of organizational restructurings and layoffs. Layoffs are devastating experiences for employees and their families.

Pay: Better pay and incentives always motivates the employees. The level of satisfaction increases with pay (Sadia, 2014, 2012). Salary as the most influential factor for the whole group, yet when viewed as subgroups, differences were found (Michael, 2011). Financial rewards (salary) significantly affect job satisfaction. It means that if employees are not given proper salary in time, they would be highly dissatisfied with their jobs and may ultimately start thinking leaving the profession at all.

Security: Job security and job satisfaction jointly and significantly predict organizational commitment of academic staff. Also, there is a significant difference in the relative contribution of job security and job satisfaction to academic staff commitment. It would be deduced that teachers who experienced job satisfaction are expected to exhibit high institutional commitment. The same would be applicable with lecturers who perceive their job as being secure. Therefore, job security and job satisfaction are two related concepts that affect job attitudes and organizational commitment of teachers (Akpan, 2013).

Recognition: Compensation and recognition were the prime factors for job satisfaction in any organization for managers as well as end users, whereas, the advancement opportunities and the facilities provided by the companies matters highly for managers. Compensation and allied benefits provided by the organizations were the most important modulator of job satisfaction for the all professionals (Gulrukh and Shamsul, 2015). The compensation packages and incentives should demonstrate these values which yield higher productivity.

2.7 Factors affecting teachers job satisfaction

Job satisfaction is the expression of one's feelings or state of mind regarding the nature of work. There are a variety of factors affecting job satisfaction. These include the level of pay and benefits, the perceived fairness of the promotion system, the quality of the working conditions, leadership and social relationships, and the nature of the job (variety of tasks, the interest and challenge, the clarity of the job description, etc).

Related to the above Frase (1992) identified two sets of factors that affect teachers' ability to perform effectively. These are work context factors (the teaching environment) and work content factors (teaching).

2.7.1 Work context factors

Work context factors concerns the teaching environment, it may include working conditions such as class size, discipline conditions, teaching materials availability, the quality of school management, methods of supervision and basic psychological needs such as money, status and security. In general context factors clarify those factors which impede effective teaching. Even the most motivated teacher can be discouraged if the salary is too small. But these factors may not have extended motivational effect or lead to improved teaching. For example,

a survey conducted by the national center for education statistics found that teacher compensation, including salary, benefits, and supplemented income, showed little relation to long term satisfaction with teaching as a career (NCES1997).&Abiy (2006)

2.7.2 Work Content factors

Work content factors are intrinsic in the work itself. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, etc. Some researchers argue that teachers who feel lack of support are less motivated to do their best work in the classroom (1997). Related studies confirm that start recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the class are the factors which are strongly associated with teachers' satisfaction. Abiy (2006).

2.8 Ethiopian teachers' motivation and job satisfaction

Endris Mohamed, (2017) Motivating teachers' towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers' are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to achieve effective nation and national wide development. Due to this, various researches were done by ministry of education and other concerned bodies to identify and improve the teachers' motivation level. Although motivation as a construct is largely subjective and difficult to fully measure, the research conducted by MoE (2008) assumed various possible factors that could harm teachers. The factors that were analyzed as a dissatisfying variable includes lack of incentive, low regard for teachers', poor conditions of service, large class size, lack of career promotion, inadequacy of teaching facility/material, irregular payment of teachers' salaries, lack of accommodation, lack of in-service training, poor supervision and professional support, lack of pupil interest in education, negative attitudes of parents, lack of transfer, too demanding nature of teaching, poor attendance in classroom, transportation problems, and school locations. From these factors the higher dissatisfying variables of teachers were lack of incentives, low regard for teachers, and poor conditions of service respectively while the least. Dissatisfying factor was school location. Similarly, the factors that hinder teacher's motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO

describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

Moreover, MoE (2006) grouped Ethiopian teachers' dissatisfying factors into two classes; incomes and living conditions on the one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives, and lack of teacher residence around schools. Issues of good governance include irregular payments of salaries, poor supervision and professional support, low regard and social status for the profession, lack of transference from place to place. Both problems need to be gradually rectified with governance issues given the priority. This is because it is relatively simple for the government to rectify issues related to good governance. However, salary improvements might not be easy as salaries very much drain the education budget more than other expenditures. At the same time, it is impossible to disregard the improvement of incomes under the existing conditions of rising costs of living. Therefore, a gradual adjustment which corresponds with other sectors of government is essential. Even if the researcher could not get similar works in the study area, the secondary school teachers' in Addis Ababa shows some unique behaviors which inhibit them from achieving their responsibility effectively. Furthermore, most teachers need to transfer other sectors. All these indicate the presence of some dissatisfying variables in the study area.

2.9 Factors associated with teacher job dissatisfaction

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants of teacher motivation in the developing country context. In some developing countries, teachers' tend to value factors that are more extrinsic, such as salary, benefits, working conditions and professional status, many of which are inadequate in these countries (Tanaka, 2010); while they also tend to be strong in the conviction that they can make a

Significant contribution to society, a survey in Mozambique suggests that the most common factor that can improve teachers' performance and happiness is salary, followed by material working conditions, training and administrative procedure (VSO, in Tanaka, 2010). Another survey from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa (as cited in Bennell & Akyeampong, 2007) finds that large class size, double-shifting, rural location, high educational attainment and active parental

Involvement is all negatively correlated with teacher job satisfaction in these countries. Even more surprisingly, a lower salary is not always associated with lower satisfaction. By means of a quantitative analysis of teacher satisfaction in five Francophone countries, Michaelowa finds that in countries where teachers' are relatively well paid, such as Côte d'Ivoire and Senegal, they seem to be less satisfied with the situation. Conversely, taking the case of Madagascar, she argues that a very low salary might paradoxically be compatible with relatively high job satisfaction. Therefore, there is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions (Bennell&Akyeampong, 2007).

According to Shann (2001) "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. A study by Moses (As cited by BerhanAyenew, &Getachephilopis, 2013) tended to support the view that levels of dissatisfaction relate to extrinsic factors. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need and the need for self actualization).

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a tendency to blame teachers, they are not capable, effective, regular, punctual and so on, for the unimpressive performance of pupils. There has also been little research into the ways in which these environments affect teachers. An observation made by VSO in the report 'what makes teachers tick?' is pertinent and convincing:

Despite the pivotal nature of teachers' contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making, and to neglect their needs when considering new policy directions. Teachers are rarely regarded as partners within education planning and reform, and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers' deficiencies, and seldom take into account the difficulties under which they live and work (VSO, 2002). Therefore, various factors that dissatisfy teachers' in developing countries,

as researched by different scholars, were numerous and majority of them are specific in some situations and others are common in all areas. Some of these factors are described clearly as follow. The low and declining status of teachers in many Low Income Developing Countries clearly impacts on overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals (Bennell, 2004). Occupational status depends on the ‘public valuing’ of the competence, role and overall contribution of a particular occupation to individual and societal welfare (Bennell&Akyeampong, 2007). Occupations that have attained ‘professional status’ share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct, and high levels of respect from the public at large. Policy implementation, such as reform and incentive provision and teacher management may influence all teachers’ equally, but teachers’ are different not only in terms of their qualifications.

2.10 Demographic Characteristics and Job Satisfaction

Personal characteristics such as age, gender, education and tenure are often included in job satisfaction studies to describe the participants and to determine relationships among the variables. Research evidence often shows the presence of relationships between the personal characteristics and job satisfaction, but the evidence tends to be mixed. Sometimes positive relationships are identified and sometimes negative ones for the same variables.

Age: Mixed evidence exists in the literature concerning the relationship between age and job satisfaction. Herzberg et al. (1957). After an extensive review of job satisfaction literature concluded that the association is best described by a U-shaped function. Initially satisfaction is high, then decreases, and eventually, after hitting a low point, increases again with age. Hulin and Smith (1965) indicated that job satisfaction increases in a positive linear fashion with respect to age. As workers grow older, they tend to be more satisfied with their jobs. Older workers have lower expectations than younger workers, and they tend to be better adjusted to the work situation. Quinn, Staines, and McCullough (1974) claimed that older workers are more satisfied with their work because they move into better work or more desirable positions across their careers.

Gender: Research investigating the relationship between gender and job satisfaction uncovered three possibilities. First, females are more satisfied than males (i.e..Hoppock.

1935). Second, males are more satisfied than females (i.e., Hulin & Smith, 1964; Locke, Fitzpatrick, & White, 1983). Third, no difference exists between males and females with respect to job satisfaction (i.e., D'Arcy, Syrotuik, & Siddique, 1984; Golding, Resnick, & Crosky, 1983; Iacocca et al., 1995). Thompson and McNamara (1997) synthesized job satisfaction research findings published in the first 26 volumes of *Educational Administration Quarterly*. They reported that neither age nor gender was of value in the prediction of job satisfaction.

Gruneberg (1979) presented several reasons for the inconsistent results of the investigations concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men.

Education: A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive. Carrell and Elbert (1974), for example, reported negative direct effects of education on job satisfaction. They concluded that younger workers, who have a higher level of formal education, may be dissatisfied with performing the routine tasks required in most jobs.

Tenure: Gruneberg (1979) already pointed out that the relationships between tenure, defined as length of service, and job satisfaction was unclear. It is possible that an increase in job tenure can be associated with a decrease in job satisfaction (DeSantis & Durst, 1996). It is also possible, as evidence provided by Bedeian, Ferris, and Kacmar (1992) has shown, that tenure and job satisfaction is positively related.

2.11 Teachers' Job Satisfaction Research

As per the study conducted by Nvashukvu (2007), teachers were, most motivated by both the job context and job content. This study identified that teachers tend to be satisfied most with the positive aspects of working conditions, job security, work itself opportunities and developments. The study on the other hand concluded that pay and fringe benefits contributed least to teacher's job satisfaction.

Some interesting findings have been reported by Eckert and Stecklein (1961) on job satisfaction of college teachers. They obtained that aspects related to the nature of work and

working conditions constituted the major sources of job satisfaction, whereas recognition was of little importance to satisfaction.

Cano and Miller (1992) indicated that knowledge of the level of satisfaction was not enough. They proposed that achievement: advancement, recognition, responsibility and the work itself are satisfaction factors whereas interpersonal relations, policy and administration, salary supervision, and working conditions are sources of dissatisfaction.

Syvia and Hutchinson (1985) concluded "true job satisfaction is derived from the gratification of higher- order needs than lower- order needs."

Statistical Analysis Report (1997) on "Job Satisfaction among America's Teachers: Effects of Workplace Conditions. Background Characteristics and Teacher Compensation" revealed that teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Administrative support, student behavior, and feelings of control were consistently shown to be associated with teacher job satisfaction. Workplace conditions had a positive relationship with a teacher's job satisfaction.

As noted from study conducted by GemechuNemera (2006). Instructors reported high dissatisfaction levels with supervision, communication, performance appraisal system, recognitions and rewards, and pay.

YosephYifru (2007) supported the findings of GemechuNemera (2006) and further he added that personal and social factors like autonomy, social service provided by the job, Social status of the job. The chance to use one's ability on the job, and chance to direct others play a major role in affecting the overall satisfaction of teachers.

2.12 Relationship of Literature Review to the Study

The literature reviews above relate to the study in a sense that, government; principals, schools owner and other concerned bodies should motivate teachers and need to set strong strategies of motivating teachers in their schools. This can enhance teachers to be satisfied. Strong educational management requires a though knowledge and application of motivation and job satisfaction.

Intrinsic and extrinsic motivation to teachers play a vital role for good performance of students since by motivating teachers giving more credit commitment for teachers in teaching and learning process for students' hence good performance in schools. So; Motivation should be regarded as important for effective in teaching and learning process.

Summary

In this chapter a number of literature reviews relating to job satisfaction was illustrated. The literature review undertaken in this chapter reveals by different ways to identify teachers' job satisfaction and dissatisfaction factor. The Theory x and Theory y of McGregor, Expectancy theories of Vroom, Theory Z of Ouchi, Maslow's Hierarchy of Needs Theory and Herzberg's Two-factor theories of job satisfaction were reviewed and highlighted. Different job satisfaction factors were identified such as training and development, working conditions, salary and incentives, promotion opportunities, recognition, colleague's factors, supervision, work itself and security.

CHAPTER THREE

3. Research design and methodology

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size, sampling techniques, and data collecting instrument, data analysis and interpretations.

3.1. Research design

According to Kothari (As cited in Sirma and Poipoi, 2010), descriptive survey is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe. Also Best and Kahn (2003:114) have suggested that a descriptive study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Furthermore, these approaches are helpful to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample (Berhanu, 2018:45). Therefore the design employed in this research is descriptive survey design.

3.2. Research method

In this research both quantitative and qualitative methods are applied. The researcher preferred both methods to collect clear responses to answer the research questions.

3.3. Sources of data

The sources of necessary information to conduct the study are both primary and secondary data sources.

3.3.1. Primary Sources of Data

The primary data is obtained from teachers and principals. The reasons for selecting these primary sources of data were to get firsthand information about the resource problem since the respondents have a direct attachment and experience with the task of the school activities.

3.3.2 Secondary Source of Data

Secondary sources of data are books, journals, ministry of education (MoE) documents and sub- city education bureau documents, which may clearly give detail information about the current level of teacher's job satisfaction and the main causes of teacher's job satisfaction.

3.4. Sample Size and Sampling Technique

In Addis Ababa there is ten Sub –Cities. To make the study more manageable within the limited time and budget, the researcher selected Arada sub-City by purposive sampling technique. According to the Arada sub-City education office, there are eight private secondary schools in the sub-city. For this study three private schools were selected by using random sampling technique. Those are: Menbere/Mengst St Gaebrial Secondary school, St Selase Secondary school and Radical academic Secondary school. In those schools there are 104 teachers and 7 principals. Teachers and principals were selected by census sampling methods since the number of teachers and principals are manageable for the researcher.

3.5 Population size and Sampling Size

No	Sample selected schools	Participants	Population size			Sampling size			Sample taken in percent	Sampling Technique
			M	F	T	M	F	T		
1	M/M/St Gaebreal Secondary school	Teachers	18	3	21	18	3	21	100%	census sampling
		Principal	2	-	2	2	2	-	100%	census sampling
2	St.Slase secondary school	Teachers	36	3	39	36	3	39	100%	census sampling
		Principal	1	1	2	2	-	2	100%	census sampling
3	Radical academy secondary school	Teachers	39	5	44	39	5	44	100%	census sampling
		Principal	3	-	3	3	-	3	100%	census sampling
4		Total Teachers Participants	93	11	104	93	11	104	100%	
5		Total Principal Participants	6	1	7	6	1	7	100%	

3.6 Data Gathering Instrument

To achieve the objective of the study using appropriate data collection instrument is very essential. Therefore the researcher employed two types of data collection instruments (i.e, questionnaire and interview) are used and relevant documents were also analyzed additionally.

3.6.1 Questionnaire

A questionnaire is a method used to collect standardized data from large number of population. It is suitable for collecting factual information, opinion and attitude from large population it is also an opportunity to establish reports, explain the purpose of the study and explain the meaning item that may not be clear (Best and Kahn, 2004). In this study, the required data was collected through questionnaire with close-ended questions. Five point likert scale ranging from strongly agree (1) to strongly disagree (5) was used to measure responses. The questionnaire was prepared in English language due to the fact that the respondents are secondary school teachers and it is believed that they could understand the issue under investigation for English is the medium of instruction in secondary schools.

3.6.2 Interview

In this study interview is the second significant data collecting instrument. This data gathering instrument help the researcher to gather complex and in depth data that is not easily obtained through questionnaires. Yin (2003). The interview items mainly focus on the main causes of the teacher's job satisfaction and dissatisfaction, the level of teacher's job satisfaction in the schools and also focus their significant differences in the demographic characteristic of the teachers influence their job satisfaction, also ask principals what mechanisms they use to increase teachers professional satisfaction. Interview was prepared in English language and during the interview session it was translated into Amharic for easy communication. Then, the interview responses will translate into English language. Face-to-face interview was carried out with four principals from three sample schools in their personal office. The interview session took 20 minutes for each principal. Some of it recorded with audio recorded in order to be translated for data analysis.

3.7. Piloting of Research Instruments

The instruments of the study were tested on 25 teachers of two private secondary schools in the same sub-city which were not included in the actual study. The piloting ensured clarity of the final instruments for the actual data collection. The purpose of pre-testing assisted to find out any weakness that might be contained in the instruments of the study.

3.8 Procedures of data collection

First both questionnaires and interview questions were prepared and submitted to the advisor of this research for comment. Then, pilot testing was held on 25 teachers who were randomly selected from two others schools in the same sub-city and depending on the feedback of respondents' responses amendments were made for clarity. To distribute the questionnaire permission was asked from the school administrators. Then, the questionnaires were distributed to the sampled teachers.

3.9 Validity and Reliability Check

According to Yalew Endawoke, (1998) Checking the validity and reliability of data gathering instruments before providing to the actual study subject is the core to assure the quality of the data. So to achieve the validity in the instruments of data collection, the instruments that initially prepared under close assistance of the advisor and a pilot study was carried out on 25 teachers of two schools in same sub-city. Depending on the feedback of respondents' some items were added, some others were reformulated to become more accurate and clear, and one table completely removed. For the actual study questionnaires were distributed to 89(85.6 %) teachers, 79(86.8 %) of respondents from the questionnaire gave their respective responses with full understanding of the purpose of the study. So the researcher argue that this was conducted its proper validity.

By using Cronbach Alpha coefficient reliability of the instrument was measured. According to Georg and Malley (2003) the reliability coefficient of likert scale is checked by using Cronbach alpha. The main issue of reliability is addressing the consistency of the instruments in relation to what it intend to measure Cohen (2007). The researcher checked each table and item by using SPSS (Statistical Package for the Social Sciences). Finally the test coefficient was above 0.7 and proved that the research instrument was reliable

Reliability Coefficients for the Sub-scales in Job Satisfaction Questionnaire

No	Dimensions	Cronbach's Alpha	Cronbach's Alpha Based on Standardized	No of items
1	level of satisfaction	.926	.917	15
2	Salary& incentives factor	.815	.661	9
3	teachers training and development	.866	.866	7
4	Recognition Factor	.781	.784	4
5	Supervision Factor	.724	.721	6
6	promotion Factor	.717	.709	6
7	work Load Factor	.721	.724	6
8	Work Itself Factor	.735	.715	6
9	Colleagues Factor	.720	.738	9
10	Responsibility Factor	.746	.742	10
11	Work Environment Factor	.731	.728	7

Table3.1: Cronbach's Alpha Reliability Coefficients.

3.10. Method of data analysis and interpretation

The data gathered with different instruments were analyzed accordingly. The quantitative data, questions that involve frequency counting were coded and processed using SPSS (Statistical Package for Social Sciences) software. The response of the questionnaire which were designed into 5 points Likert ranging scales was organized in the form of tables. Percentage was used for analyze and interpretation the data. Finally the qualitative data gathered through interview were analysis and interpret through narrative explanation.

3.11. Ethical Consideration

According to Creswell (2012:12) the research should respect the consent of the participant and acknowledge the works of others on its piece of work. So, in this research study, issues relating to the ethical conduct of research such as informed consent, confidentiality, privacy and secrecy will be upheld. Respondents were given full information on the purpose and objectives of the study in order for them to make informed decisions as to whether to partake or not. Moreover, all information concerning the identity and personality of respondents were treated with greatest confidentiality. Additionally, all information gathered was used for the only purpose of this research study.

CHAPTER FOUR

4.1. Data presentation, analysis and interpretation

The major objective of this study was to assess the current teachers' job satisfaction in selected Private Secondary schools in Arada Sub-city Addis Ababa. The study employed mixed methods design in which both qualitative and quantitative data were collected from the participants. Which are questionnaires and interviews were the instruments through which data were collected in this study.

4.2. Response rate

The study gathered information from Menbere/Mengst St Gaebrial Secondary school, St Selassie Secondary school and Radical academic Secondary School teachers and principals in Addis Ababa city administration Arada sub city. Out of one hundred four teachers, eight nine (85.6 %) questionnaires were distributed to participants, from eight nine distributed questionnaires eight two (92.1 %) were returned. From the returned responses three (3.6 %) was found invalid. Finally from the total number 104 teachers the researcher found only 79 (76 %) participants, and from seven principals 4 (57.1%) principals were found for interview. Thus, based on the responses obtained from the participants data presentation and analysis were made.

4.3. Background Information about Respondents

Describing the demographic characteristics of the population under study gives important and vital information about the participants in the study. Thus, the demographic variables were presented using descriptive statistics in table one.

Table 1. Demographic characteristics of Respondents by percentage

Characteristics		Respondents			
		Teachers		Principals and vice principals	
		N	%	N	%
Sex	M	70	88.6 %	4	100 %
	F	9	11.4 %	-	-
	Total	79	100 %	4	100 %
Age	21-25	8	11.8 %	-	-
	26-30	11	16.2 %	-	-
	31-35	14	20.6 %	1	25 %
	36-40	15	22.0 %	2	50 %
	41-45	4	5.9 %	-	-
	46-50	12	17.6 %		
	Above 50	4	5.9 %	1	25 %
	Total	68	100 %	4	100 %
Work Experience	Below 5 years	12	15.8 %	-	-
	6-9	17	22.4 %	1	25 %
	10-14	29	38.2 %	2	50 %
	15-19	5	6.6 %	-	-
	20 &above	13	17.1 %	1	25 %
	Total	76	100 %	4	100 %
Educational Back ground	Diploma	-	-	-	-
	B. A.	61	77.2 %	2	50 %
	M . A	18	22.8 %	2	50 %
	Total	79	100 %	4	100 %

As the above table shows, that out of 79 respondents, 70(88.6 %) of teachers were males and 9(11.4 %) of teachers were females. Here we can say that majority of the respondents in those

private secondary schools were males. 100 % of principals and vice principals were males and there is no females principal.

Regarding the age distribution, eleven teachers did not sign of their age, 8(11.8 %) of teachers were between 21- 25 years old, 11(16.2%) of teachers were 26– 30 years old, 14(20.6 %) of teachers were between 31 - 35 years old, 15(22.05 %) of teachers were between 36-40 years old, 4 (5.9 %), of teachers were between 41-45 years old, 12(17.64 %) of teachers were between 46-50 years old only 4(5.9 %) of teachers above 50 years old. This shows that majority of teachers in those secondary schools were between 31-40 years old.

The principals' and vice principals age distribution was shows that no one between 21-30 years old, one principal was above 50 years old, the other two principals were between 31-50 years old. As data showed that majority of the teachers in the schools were young, and older age teachers were so little in number. In the other hand principals and vice principals in the school were in middle age. So it is possible to predict that most of young teachers were dissatisfied with teaching profession and their level of job satisfaction is very low, because out of 79 respondents only 20(25.3 %) of teachers in the middle age. It is clear how young teachers live their work after few years of later.

Regarding the educational preparation of respondents, the data on the part of teachers tell that majority of teachers 61(77.2%) were BA (bachelor degree) holders, a small number 18 (22.8%) were MA(master degree)holders, there is no diploma teacher at all. That indicates majority of secondary school teachers are degree holder. On the part of the principals and vice principals 2 (50%) were BA /bachelor degree/ holders 2(50 %) were MA /master degree/ holders. It may be inferred that 2(50 %) of the principals did not satisfy the standard set by MoE (1996, p.8) which requires at least MA degree for principals, vice principals and supervisor, and bachelor's degree for teachers of secondary schools. Generally the placement of some principals does not satisfy the standard set by MoE (1996). Since the standard set for principals was not met they may lack skill and ability to satisfy teachers in their leading skill and technique.

Respondents were also requested to indicate their work experience, three respondents did not answer for this question, so 76 respondents respond point out. 12(15.8 %) of teachers have below 5 years work experience, 17(22.4 %) of teachers served between 5 - 9 years, 29(38.6 %) of teachers have 10-14 years work experience, 5(6.6 %) of teachers have 15-19 years work

experience, and 13(17.1 %) of teachers have 20 years and above work experience. Around 58 (76.3 %) of teachers has 5- 14 years work experience, so this indicate most of high schools teachers not work for long period of time, this means teachers release their work in short period of time, it is clear they are not comfortable with the filed, it may one of indicator for teachers level of job satisfaction. When we compared from teachers, principals has long period of work experience.

4.4 The level of teacher's job satisfaction

Table 2. *The questions focused to assess teachers' job satisfaction*

No	Your level of satisfaction on your job	Strongly disagree	Disagree	neutral	Agree	Strongly agree
1	I enjoy in my work	31	20	3	18	7
2	I feel that my work is meaningful	25	27	4	14	9
3	My job assists me to use my skills and abilities.	19	15	2	25	18
4	My job gives me an opportunity to learn new skills.	39	20	3	10	7
5	My job gives me an opportunity to do the things that I do best.	21	26	-	19	13
6	My work is compatible with my experience and education	22	20	-	25	12
7	I prefer to continue with teaching profession	28	31	5	10	5
8	Teaching profession is challenging job for me.	27	24	-	18	10
9	Teachers are proud of being a teacher	22	20	4	21	12

10	Teachers are prefers to continue with teaching	27	36	-	16	-
11	School administrative support teachers to enhances their commitment	17	25	2	22	13
12	The feedback they get from students and the community increase teachers commitment	7	19		31	22
13	Teachers has high commitment towards their subject matter	11	10	3	28	27
14	I will not change teaching even I offered better working condition and safety in some other sector.	27	34	-	18	-
15	The feedback they get from school owner increase teachers commitment	25	31	-	11	12
16	In our school supervision plays a vital role to increasing teacher's level of job satisfaction.	20	12	-	31	16

The above table questions is raised to assess the level of teachers job satisfaction, so as the data show in the first item , from the total number of respondent 51(64.6%) of teachers are not happy with their profession, they show their filling by strongly disagree and disagree response, in the same item only 25(31.6%) of teachers are enjoy with their work, 3(3.8%) of teachers did not give any response about it. 52 (65.8%) of teachers feel that their work is not meaningful for them. only 23(29.11%) of teacher were agree with this idea, the other 4 (5.06%) teachers are neutral as seen table one on item two.

43(54.4%) of respondent agree that their job make easy to use their skills and abilities, but the remain 34(43.03%) of the participants were disagree that their job not assist them or it is hard for them to use their skills and abilities, 2(2.53%) respondent were neutral. On the other item 59(74.7%) teachers not believed that teaching not gives to them an opportunity to learn new

skills, in the same item 17(21.5%) respondents believed that teaching gives them an opportunity to learn new skills. 3(3.8%) of teachers did not give any response.

As the above table show on item five 47(50.5%) of respondent thought that their job not gives them an opportunity to do the things that as they want to do best, in the other hand 32(40.05%) of respondent were agree that their job gives them an opportunity to do best things. on the other question 42(53.16%) of teacher were disagree that their work is not compatible with their experience and education, 37(46.83%) of teacher stated that their work is compatible with their experience and education. It don't have wide different those who agree and disagree their work is compatible with their experience and education preparation, it show that some teachers level of job satisfaction is in good level they supposed that their work is compatible with their work experience and education preparation.

59(74.7%) of participants prefer that they not to continue with teaching profession, 15(18.98 %) of respondent were agree that they prefer to continue with teaching profession, other 5(%) of respondent were neutral. Totally secondary schools teachers don't want continue with teaching profession just about 81.01 % of responds clearly indicated their felling. In the next item 51(64.6%) of respondent replied that teaching profession is challenging job for them, 28(35.44%). of respondent were express that teaching profession is not challenging job for them. It also indicated teacher's level of job satisfaction is very low in the current period of time especially in the study area.

As the above table show on the item nine 42(53.16%) of respondent stated that teachers are not proud with their profession, 33(41.8%) of respondent were agree that teachers are proud with their profession, since 4(5.06%) not gave response they are neutral. according to the responses teachers dislikes their professions. 63(79.74%) of respondent were disagree that teachers or their friends are not prefers to continue with teaching profession, only 16(20.4%) of respondent were agree that teachers are prefers to continue with teaching profession, this indicate how extremely teachers dislike their professions, and it illustrate clearly their level of job satisfaction.

42(53.16%) respondent were disagree that the school administrative not support them to enhances their commitment, in the opposite side 37(46.83%) respondent were agree that the

school administrative support them to enhances their commitment. 53(67.1%) of respondent were agree that they get feedback from students, parents as well as from the societies to increase their commitment, but the other 26(32.91%) of respondent were disagree that they not get feedback from students, parents and societies to increase their commitment.

55(69.6%) of respondent were agree that teachers has high commitment towards their subject matter, 21(26.6%) of respondent were disagree that teachers don't have high commitment towards their subject matter, but 3(3.8%) of respondent were neutral for any suggestion.

61(77.21%) of participant, it is possible to say all teachers respond that they want to change teaching profession if they offered better working condition and safety in some other sector. 18(22.8%) they do not want change teaching even if they offered better working condition and safety in some other sector, it is similar answer to how teachers prefer to continue with teaching profession item answer. It is clearly show how secondary schools teachers' level of job satisfaction is very low.

56(70.9%) of respondent were disagree that feedback they get from school owner not increase teachers commitment, 23(29.1 %) of respondent were agree that feedback they get from school owner increase their commitment. On the other item 36(62.06 %) of respondent were agree in their school supervisor plays a vital role to increasing teachers job satisfaction, in other hand 22(37.9 %) respondent were disagree that in their school supervisor not plays a vital role to increasing teachers job satisfaction level, since Menbere/Mengst St Gaebrial Secondary school teachers not give answer on the idea raised because the school don't have supervisor.

As the above data indicated that, teacher's level of satisfaction towards their job is in the low level. In addition to the above data finding, interviewer principals and vice principals 100% agree that teacher's level of satisfaction towards their job is in low level. As principals stated in the interview session most of fresh teachers and young teachers not interested to continue with teaching profession, in the other hand, some experienced teachers want to continue with teaching profession and they give especial attention for their work.

4.5 Major Factors that influencing Teachers job Satisfaction Analysis

Table 3 Factors influencing job satisfaction of secondary school teachers related with salary, incentives and benefit.

No	Questions Raised	Strongly disagree	Disagree	neutral	agree	Strongly agree
1	Your salary adequately meets your needs	21	37	-	21	-
2	Your salary appropriately matches with your work load.	18	34	8	19	-
3	The benefits you receive (health, insurance, sick leave, etc) are not adequate.		6	4	31	38
4	Compared to similar schools in the community, I am not satisfied with my benefit package.	-	17	-	35	27
5	Our major fringe benefits provided are dissatisfactory.	-	19	5	39	16
6	My salary appropriately matches my experiences and educational preparation	18	26	-	33	2
7	There is an incentives delivered to increase my satisfaction	28	31	-	20	
8	I am happy with the types of allowances	25	30	-	19	5
9	There is a fair reward system to increased my efforts	17	34	3	19	6
10	There is a fair payment system based on teachers experiences and educational preparation	8	19	6	38	8

Table three indicates factors influencing job satisfaction of secondary school teachers related with salary, incentives and benefit. As the above table show on item one, 58 (73.4%) of the respondents disagreed on the question which say if they have fair payment, while 21(26.6%) of participants agree that the payment is fair for their activity, this indicated that majority of the

respondents dissatisfied with their payment. On item two in the same table 52(65.8%) of participant disagree that the payment not reflects the effort what they put in to their work, in other hands 19(24.1%) of respondent agree that the payment reflects the effort what they put on their work. 8(10.1%) of respondents did not give respond for this question.

As the above data show on item three only 6(7.6%) of participants agree that, the benefits they receive for (health, insurance, sick leave, etc) are adequate, 69 (90.8%) of respondent disagree the benefits they receive for (health, insurance, sick leave and ..Etc) are not adequate.4 (5.1%) of participants set aside to response.

From the total number of participant 62 (78.5 %) of respondents when they compared their benefit package with other similar schools they are not satisfied, 17(21.5%) of respondent agree that when they compared to other similar schools they are satisfied with their benefit package. In the other item 55(69.6%) of respondent disagree that their major fringe benefits provided for them are dissatisfactory, on the negative side 19(24.1%) of respondent agree that their major fringe benefits is satisfactory, other 5(6.3%) of respondent were neutral.

As the above data respond point out 44 (55.7 %) of respondent uncomfortable their salary is not well matches with their experiences and educational preparation. 35(44.3%) of respondent agree that their salary appropriately matches with their experiences and education preparation. This clearly shows how teachers are not satisfied with their salary in the study area. On teachers incentives delivered question only 20(25.3%) of respondent agree that, there is an incentives delivered to increase their satisfaction, in the reverse of this 59(74.7%) of respondent disagree that, there is no an incentives delivered to them to increase their satisfaction level in the school. It is wide different only 25% of participants satisfied with incentives delivered, so it has negative impact on teachers level of job satisfaction. On item eight question about teachers allowances 55(69.6%) of respondent disagree that they are not happy with the types of allowances given for them. In the reverse 24 (30.4%) of respondent agree that they are happy with the types of allowances that given for them. The responds clearly shows those private secondary schools teachers extremely dissatisfy with allowances fee. In the next item the question arise on reward system 51(64.5%) of respondent disagree that there is no fair reward system in school to increased teacher efforts, while 25(31.6%) of respondent agree that there is reasonable reward system in their school to increased their efforts. 3(3.8%) of respondent are neutral to suggest an

idea about school reward system. As the above data respond point out the schools have wide limitation on the reward system, it is not fair and comfortable. Similar to reward system problem in the next item 27(34.2%) of teachers were disagree there is no fair payment system based on teachers experiences and their educational preparation, in the reverse of this 46(58.2%) teachers were agree there is fair payment system according to teachers experiences and their education preparation. The other 6(7.6%) of participant were not response. Similarly with the reward system the payment system also not fair, so majority of respondents not satisfy with both reward system and payment system.

Generally, 58.2% of participant was dissatisfactory with their salaries, especially when they compared with their work experience, challenge, and qualification as the above data clearly indicated. Majority of the participant also disagreed on the provision of incentive for teacher and their received benefit is not adequate according to their health insurance. Also teachers not have the same opinion with schools payment and reward system. In general teacher's level of satisfaction according to their income and incentives was very low. Salary, incentives and benefit is the major factor for teacher's job dissatisfaction and addition it is one of the key factors for teachers highly turnover.

The interview participants also supposed that one of the major factors that influence teacher's job satisfaction was low salary, lack of fringe benefits, and the schools reward and payment system. Principals also describe that in their school there is no an adequate incentives delivered for teachers to increase their satisfaction, the main problem is that the school owners not that much recognize about teachers feeling and their work load. Moreover, interview result displayed that teacher's benefits and salary were inadequate for covers all their basic need. this lead teacher's displeasure on their profession. In supporting this, Okumbe (1998) suggested that job satisfaction is enhanced when workers perceive equitable pay compared to their input decision and reduced effectiveness of performance of teachers" and influences teachers" level job satisfaction on the job.

And also interview question respond show that when they compared teachers incentive and allowance with similar secondary schools it don't have big different, but teachers respond contradict with principals respond on this topic. This is also asserted by other studies of, Ingersoll & Smith, Shann, (1998), teachers 'job satisfaction was related positively to the teachers

‘salaries. Chang (2010, p.6) also demonstrated that the teachers satisfaction with their salaries was a significant predictor of their job satisfaction. Gamachis Fikadu (2018 P 32).

Table 4 Factors influencing job satisfaction of secondary school teachers related with Teachers training and development.

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I get in-service training continuously	20	36	-	13.	10
2	As school teacher, I have many opportunities for professional advancement	20	34	-	13	12
3	I always received fair and equitable training opportunity.	21	22	-	27	9
4	The school provides effective on the job training.	24	25	-	18	12
5	I am satisfied with the training that I have received to perform my job.	10	8	34	18	9

Item one on table four, ask teachers if they get in-service training continuously, 56 (70.9%) of the respondents disagreed with this idea. Very few respondents 23 (29.1%) agreed they get in-service training continuously, Item two on the same table asks whether teachers, have different opportunities for professional advancement, from the total number of participant, 54 (68.3%) of the respondents disagreed that they don't have enough opportunities for professional advancement. Few respondents 25 (31.6%) were agreed that they have an opportunities for professional advancement.

In parallel question 43 (54.4%) of teachers replied that they are not received fair and equitable training opportunity, other respondents 36 (45.6%) agreed they received fair and equitable training opportunity. On the other item regarding to training opportunity 49 (62%) of respondent state the school not provides effective on the job training, as the same as they are not satisfied in-service training, in other hand 30 (37.9%) of respondent agree that school provides effective on the job training. Regarding to the effectiveness in training 49 (62.02 %) respondents point out that the schools not effective on the job training, the other 30(38 %) believed that the schools are

effective on the job training. In the last item question majority of respondent or 34 (43.03 %) of respondents are neutral for any suggestion either they satisfied with the training that they have received or not, 27 (34.2 %) of respondent agree they are satisfied with the training that they have received to perform their job. 19 (24.05%) of respondent disagree they are not satisfied.

The above data shows that teachers are not satisfied on the idea that if teachers get professional growth and development opportunities in their schools. There was considerably more negative expression raised regarding respondents feeling of the available training opportunity CPD (Continuous professional development) than positive one, in general schools are not effective on teachers training and development program.

Among the interviewer 2(50 %) stated that teachers involved in different training programs that prepared by education bureau and sub-city education bureau training program, Some others tell that the school is making an effort to give long and short term training in the summer, in the beginning of the year and on the first semester break time. 2(50 %) of interviewer were completely agree with teachers feelings, they believed that it is not sufficient, since training be able highly update teachers performance, and as well as it has high advantage for quality education. As principals CPD (Continuous professional development) in private secondary schools not implement effectively, even some schools administrative do not have enough awareness about CPD. Principals also agreed that due to inadequate school budget, training that received for teachers are not enough.

In general secondary schools in the study area not give more attention for training and development, if teachers participate on the continuous professional development (CPD) program they can update their profession and performance as the principals comment, and it has special use to bring quality education and students high achievement in the schools. Also if teachers are not updated their profession, it has an effect on their work, personal motivation and job satisfaction. This is also asserted by other studies of Collin, (2001) the focus of training and development is enable employees to perform their role of effectiveness. Endris Mohammed (2017).

Table 5 Factors influencing job satisfaction of secondary school teachers related with Recognition Factor

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I receive full recognition for my successful teaching from principal	5	19	-	42	13
2	No one tells me that I'm a good teacher	31	36	-	7	4
3	I receive too little recognition from my Colleagues	6	1	-	38	34
4	I receive full recognition for my successful teaching from parents and other stakeholders	5	12	3	26	33
5	I receive full recognition from the school owner	23	41	-	14	1

Table five indicates factors influencing job satisfaction of secondary school teachers that related with recognition factor. From the total numbers of respondent 55 (69.6%) of respondents agree how they receive full recognition for their successful achievement from principals, while 24(30.4%) of respondents claimed that they are not received good recognition for their successful activities from principals. As the above data show it is possible to predict that principals give good recognition and attention for teacher's success activities. So when teachers gain full recognition they motivate highly and their level of satisfaction also incise similarly.

Table five item two indicates that from the total number of participants only 11(13.9%) of teachers pointed that no one tells them that they are a good teacher, but in other hand 67(84.8%) of respondents mentioned that they received good recognition and attention how they are a good teacher from different individuals. Based on the result, 84.8% of respondents were received high attention about their activities from school community. Similar to the above question 72(91.1%) of participants stated that they receive full recognition from their colleagues, 7 (8.9%) of participants disagree that they not receive full recognition from their colleagues. It is high number almost 91.1% of respondents highly satisfied with this issue.

As it illustrated in the item four 59 (74.7%) of teachers pointed that they receive full recognition for their successful achievement from parents and other stakeholders, only 17 (21.5%) respondent disagree with this issue how they not receive full recognition for their successful achievement from parents and other stakeholders. 3(3, 8%) of teachers did not give any response nether negative nor positive. On item five 64(81%) of respondents claimed that they are not received full recognition and attention from the school owners, only 15 (18.9%) of the participants pointed that they received good recognition from the school owners.

Based on the above data result 74.7% of teachers were satisfy how school principals gives good appreciation for their activities, parents and other stakeholders also provide good credit for their activities. 91.1% of participants strongly agree how they receive full recognition from their colleagues so it is evidently shows teachers satisfaction is high in these factors. In the reverse 81% of participants were not comfortable by school owner's way of recognition; it has highly negative impact on teacher's level of job satisfaction.

From the interview response principal and vice principal state that; they give for the teacher's full recognition and value when teachers highly achieved. Principal stated that teachers not received full recognition and support by schools owner and other concerned body. In general the principals' practice on recognizing teachers work is at the good level. Which May increase teachers' job satisfaction level and work motivation. Teachers and principals also have the same filling on the above idea.

Endris Mohammed (2017) also demonstrated that, "in grasping the academic achievement of student and for quality education teachers must use their full efforts. Low recognition for teachers in school may affect their level of job satisfaction. Recognizing and rewarding for good work performance of teachers have strong effect on the future productivity and effectiveness of the schools".

Table 6 Factors influencing job satisfaction of secondary school teachers related with Supervision Factor

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	My immediate supervisor is not friendly and helpful.	17	19	3	16	3
2	My immediate supervisor offers suggestions to improve my teaching	4	16	-	24	14
3	Supervisors treats everyone equitably	4	12	-	17	25
4	My supervisor makes available the material I need to do my best	24	22	-	3	9
5	My immediate supervisor makes me feel uncomfortable	12	20	5	12	9
6	All teachers are supervised properly and fairly	6	7	-	18	27

Table 6 shows that factors influencing teacher's job satisfaction related with Supervision. Menbere Mengst St.Gebreal Monastery secondary school do not have supervisor at all, so teachers not give any comment in the issue. So researcher analysis the supervision factor on 58 respondents, since 21 participants from Menbere Mengst St.Gebreal Monastery secondary school. Therefore 36(62.06 %) of teachers pointed that, their immediate supervisor is support them friendly and helpful for teachers, 19 (32.8 %) of teachers disagree that their immediate supervisor is not support them friendly and they believes supervisor not helpful for them. 3(5.2 %) of participant did not give any comment. From 58 participant 38(65.5%) of teachers stated that supervisor offers good suggestions to improve their lessons, from the opposite side 20(34.5%) of the respondents stated supervisor not offers good suggestions to improve their teaching, Thus, one can conclude that supervisor offers suggestions for teachers to improve their teaching, and supervisor treat teachers as friendly and they are helpful for teaching learning process as the two item of question respond indicate.

As item three response indicated 42(72.4%) of the respondents replied that supervisors treats everyone fairly, only 16 (27.8%) of teachers negatively stated that supervisors not treats everyone equitably. One can conclude that school supervisors treat everyone equitably and they are highly helpful for teacher's activities. One of the supervisors responsibility is arranged supplementary books and teaching materials to support teaching learning process, but only 12 (20.7%) of teachers agree that supervisor makes available different material what teachers need to do their best work,. 46(79.3%) of respondents claimed that supervisor not makes available supplementary materials for teachers to do their best, regarding to supervisor activity 32(55.2%) of teachers pointed that the school supervisor makes them feel comfortable, but 21(36.2%) of respondents claimed that supervisor not give for them comfort. 5(8.6%) of respondents did not respond for this question ether negative or positive.

From the above results, we can understand that majority of the respondents have horizontal relationship with their supervisors, this good relation bring high motivation and job satisfaction for teachers. On the last item almost 55 (72.4 %) of respondents are agree that teachers supervised properly and fairly. In the reverse 21 (27.6 %) of participants stated that the supervision system for them is not fair and accurate.

Based on the above result and principal and vice principal response most of the teachers have good relationship with their supervisors. According to principals response supervisors offered instructional suggestion to encourage and improve teacher's activities, and they treat everyone regularly, properly and fairly. Also, it is possible to predict that the competency of the supervisor can increase teacher's performance and it has constructive influences for teacher's job satisfaction. According to the data result the limitation of supervisors were they would not give concentration on teaching materials and supplementary books.

However, Whawo (1993) states that the quality of one's relationship with their supervisor, the quality of the physical environment in which they work and the degree of fulfillment in their work influence job satisfaction.

Table 7 Factors influencing job satisfaction of secondary school teachers related with work Load

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I don't have enough time to get everything done on my job.	3	19	-	33	24
2	There is high workload	1	22	-	34	22
3	My current work does not make me stressed	23	29	11	13	3
4	I can accomplish my assigned work load easily	26	31	-	15	7
5	My required work load reduces the quality of my performance	15	23	9	14	18
6	There is fair distribution of work load in the school	8	12	-	39	20

Table 7 shows that factors influencing teacher's job satisfaction related with work Load. From the total numbers of respondents 57 (72.1%) of participants indicated that they don't have enough time to get the whole thing, While 22 (27.8%) of participants agree that they have enough time to get everything on their job. In the same table item two also illustrated that majority of the respondents or 56 (70.9%) agree their work load is too heavy, While 23(29.1%) of participants disagree they don't have serious workload. From the above analysis, it is possible to conclude that the secondary schools teachers work load is too heavy and serious. 70.9% of participants dissatisfied and they have high work load, particularly it can highly reduce their job satisfaction. Just about 72.1% of participants `point out they don't have enough time to get the whole thing , so this stress also crate highly job dissatisfaction.

Accordingly, a considerable number of respondents about 52(65.8%) of participant stated that their current work does not make them stressed, while16 (20.2%) of the respondents believed

that their current work make them stressed. While 11(13.9%) of the respondents did not show their stand either the agreement or disagreement side. From the above data, it is possible to conclude that a teacher does not stress that much with their current work. As we seen in item four 22(27.8 %) of participants indicated that they can accomplish their assigned work load easily, while 57(72.1%) of the respondents not accomplish their work easily, it is the same as item two respond. On item five in the same table, 38 (48.1 %) of participants indicated that their work load reduces the quality of their performance, while. 32(40.5 %) of participants strongly disagree that their current work load not reduces the quality of their performance, 9 (11.4 %) of participants show nor their agreement or disagreement.

On the last item question 59(74.7%) of teachers stated that there is fair work load distribution in the school, while 20(25.3%) of teachers disagree that there is no fair work load distribution in the school.

Teaching required long preparation time and high concentration, if teachers not have enough time it may lead them to physical and mental problem; consequently this can affect teacher's effectiveness and their job satisfaction, parallel to this it can reduced teachers level of satisfaction.

As the above data describes, in the study area private schools majority of teachers has high work load and the rest few teachers have reasonably work load. So it could be one of the major factor for teacher's jobs dissatisfaction in private secondary schools.

Interview participants reported that, when they compared from government schools work load the private schools work load is high; the majority of teachers in their schools have high credits hours, principals stated that it was their agreement when teachers join in their school. The main reason for this high load is school owners, need that with little human source they want covers a lot of work. Principals also agree that which is the major factor of teacher's job dissatisfaction.

Table 8 Factors influencing job satisfaction of secondary school teachers related with Work Itself

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	Teaching is a very interesting job	18	22	-	21	18
2	Teaching does not provide me the chance to develop new methods	29	20	5	11	14
3	Teaching encourages me to be creative	19	16	6	26	12
4	The work of a teacher consist routine activities	-	24	-	44	11
5	There are good interaction with job holder (students, parents subordinates and supervisors)	-	16	-	46	17

Table 8 shows that factors influencing teacher's job satisfaction related with work itself factor. From the total numbers of respondents 39 (49.5 %) of participants stated that teaching is a very interesting job for them, others 40(50.6 %) of participants stated that teaching is not interesting job for them.

On the next item 49 (62.02 %) of teachers pointed that teaching provide for them a chance to develop new methods or knowledge, in the other hand 25(31.6 %) of teachers disagree they not gate a chance to develop new methods from teaching, 5(6.3 %) of teachers not give any respond.

According to item three result in the same table 38 (48.1 %) of teachers mentioned that teaching encourages them to be creative, but other 35(44.3 %) of teachers disagree teaching don't encourages them to be creative. While 6 (7.6%) of the respondents were did not show their stand on either the agreement or disagreement side.

Respondents were asked to indicate that whether teaching is consistence routine activities or not. 55 (69.6%) of teachers mentioned that teaching is consistence routine activities for them, only 24 (30.4 %) of teachers mentioned that teaching is not consistence routine activities for them. On the last item from the total numbers of respondents 63 (79.74 %) of participants stated that they have good interaction with job holder students, parents, subordinates and supervisors, while16

(20.3 %) of participants stated that they don't have good interaction with job holder students, parents, subordinates and supervisors.

Based on interpretation result the items under work itself factor showed that teachers were not interested and creative in their job. Moreover, teaching don't provides for them an opportunity to use variety of skills, also it indicate that teaching not create a chance to develop new methods to advance their profession. In the other hand majority of the respondents has good interaction with job holder. In general teachers were not pleased and comfortable with the physical surroundings of the school.

Table 9 Factors influencing job satisfaction of secondary school teachers related with Colleagues Factor.

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I like the people with whom I work	1	10	-	42	26
2	My colleagues stimulate me to do better work	9	25	3	30	12
3	My colleagues provide me with suggestions or feedback about my teaching	21	15	-	37	6
4	I don't get cooperation from people I work with	10	34	4	23	8
5	My interests are similar to those of my colleagues.	17	13	-	28	21
6	There is strong relationship and support among co-workers in the work place	7	20	5	34	13
7	I am satisfied of my relationships with colleagues/staff member.	-	12	-	38	29

Table nine shows that factors influencing teacher's job satisfaction related to Colleagues factor, so from the total numbers of respondents 68 (86.07 %) of participants stated that they like people with whom they work, but very few 11 (13.9 %) of participants stated that they do not like the people with whom they work. So one can conclude that majority of the respondents has closed relation each other. According to item two in the same table 42 (53.5 %) of teachers

mentioned that they encourage each other to do better work. The remain 34(40.03 %) of teachers disagree in these issue they are not encourage each other, also 3(3.8%) of teachers were did not show their stand on either the agreement or disagreement side

On the other question 43(54.4%) of participants mentioned that their colleagues give them feedback and different suggestion about their teaching. while 36(45.6 %) of participants mentioned that their colleagues not give them feedback about their teaching.

As the above data show 44(55.7 %) of participants stated that they have good cooperation from people they work together, similar to the above item respond. 31(39.24 %) of participants affirmed that they do not have good cooperation from people work together ,but 4(5.06 %) of participants did not show their stand on either the agreement or disagreement side. As it indicted in item five, 49(62.0 %) of participants claimed that their interests are similar to other teachers interests. other 30(37.97 %) of participants claimed that their interests are not similar to other teachers interests. As the data showed that the majority of the respondents were have similar interests in their work environment. Thus, it is possible to conclude that around the study area Private secondary schools teachers' interest, understanding and feeling towards their profession is more similar.

As the above data show 47(59.5 %) of participants claimed that there is strong relationship and support among co-workers in their work place, only 27(34.2 %) of participants disagree they don't have strong relationship with co-workers. But 5(6.3 %) of participants did not show their stand on either the agreement or disagreement side. AS the data showed in item six teachers has strong relationship and support each other in their work place. Thus, it is possible to conclude that this strong relationship and support among co-workers in the schools has high contribution for quality education, as well as on teacher's job satisfaction.

67(84.8%) of participants claimed that they have high satisfaction with their colleagues/staff member relationships, while from the total participants only 12(15.2 %) of participants disagree that they are not satisfied with their colleagues/staff member relationships, in the other hand no one strongly disagree in this issue.

Based on the data interpretation result under colleague's factor teachers have strong relationship and support among themselves and they were get sufficient cooperation from people in their

work place Also they try to help each other by giving suggestions encouragement and feedback about their teaching and their achievement.

All Interview participants stated that; inter personal relationship among teachers, teachers to students; principals to teachers and other stakeholders were satisfied enough as expected in their schools. Similarly Hygiene or Maintenance factors theory; state that the extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context of physical environment in which the job has to be performed. Gemachis (2018). From both quantitative and qualitative data response one can conclude that the relation between teacher and principal, between teachers and other stakeholder is satisfied enough as expected..

Table 10 Factors influencing job satisfaction of secondary school teachers related with Responsibility Factor.

No	Questions Raised	Strongly disagree	disagree	Neutral	agree	Strongly agree
1	Teaching provides me the opportunity to help my student learning	21	18	-	22	18
2	I'm responsible for planning annual plan and daily lessons.	-	-	5	26	48
3	I'm not responsible for my actions.	32	39	-	8	-
4	I try to be aware of the policies of my school	3	32	6	16	22
5	I'm not interested in the policies of my school.	6	22	20	14	17
6	The school principals allows teachers to plan and execute the major activities on their job	2	13	-	36	28

Table 10 shows that factors influencing teacher's job satisfaction related to responsibility, 40 (50.63 %) of respondent agree that they have good opportunity to assist their students, that means they help their students properly. While 39 (49.5 %) of respondent disagree they do not have an opportunity to help their student properly, even from 49.5 present 22.8 present of respondent strongly disagree how they don't have an opportunity to assist their student properly,

this indicate that some teachers not take responsible for students learning achievement by different reason.

74(93.7 %) of respondent stated their agreement how they are highly responsible for planning annual plan and daily lessons. No one disagree in this issue. But 5(6.3 %) of participants did not show their stand on either the agreement or disagreement side. So it is possible to predict that teachers takes high responsible for annual and daily lessons plan preparation, but it is not indicator of teachers job satisfaction. So it is possible to forecast that all teachers in private secondary schools took responsible for planning annual plan and daily lessons at the right time.

71 (89.9 %) of respondent confirmed their agreement on the issue how they took high responsible for their actions. Only 8(10.12 %) teachers disagree in this issue. So one can conclude that how teachers gave high attention for their action, but it contradicts with item one question response.

Considering item four on the same table 35(44.3 %) of the participant showed their disagreement they are not interested to aware the school policies, so if they have not interest to aware the policies of the school how they have high attention for their action. 38(40.1%) of the participant agree that they have awareness about the overall school policies. But 6(7.6 %) of participants did not show their stand on either the agreement or disagreement side. In general 41 (51.9 %) participant did not have positive assumption about the overall school police, such as performance evaluation policy, students discipline policy and school parent communication policy and different types of classroom regulation. 31(39.2 %) of the participant stated that they are not interested with the overall school police. But 28 (35.44 %) of participants agree they are interested with the schools police. 20(25.3 %) of participants did not show their stand on either the agreement or disagreement side, it is large number when we compare from other item questions that give neutral respond.

13(16.5 %) teachers reply negatively the school principals not allowed teachers to plan and accomplish the major activities by their interest, 93.7 % of the respondent were strongly agree that , the school principals allows them to plan and accomplish their major activities by their interest. So one can conclude that school administrative or principal's allows teachers to make their decision on the major activities of their job. Teachers have better satisfaction by school administrative approach.

As table ten reveals, majority of the respondents has positive feeling on the schools practice in giving responsibility for them. Teachers, as a professionals must take high responsibility to their own work to be effective and to achieve in high quality performance, it also increases highly their job satisfaction. To develop a sense of belongingness in the schools teacher must take responsible for their own action.

Teachers 'job satisfaction was influenced by leadership practices in terms of monitoring and controlling teachers 'job performance, planning, handling discipline of students and etc. Regarding relationship between teachers 'job satisfaction and their job performance, Nasema (1994, P.97) studied the relation between job satisfaction and teaching competence and found job satisfaction to be significantly contributing to teacher effectiveness. In the study conducted by Indhumathi (2011 P.197).

As principals stated during the interview session sometimes teachers wait for command from the school principal, department heads or other concerned bodies to do various activates. It indicates that there is low initiation of teachers in performing their task without external pressure. According to the principals respond one can conclude that teachers not take responsibly for their activities, instead the need command from other concerned bodies. It clearly shows that level of teacher job satisfaction is very low, it also confirms that there is low job satisfaction and motivation among secondary school teachers in the study area. Which reduces teacher's involvement in different schools activities, as well as their efforts is limited to improving the students' academic achievement.

Table 11 Factors influencing job satisfaction of secondary school teachers related with Work Environment.

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I have enough instructional materials available	34	26	3	16	-

2	I am satisfied with accessibility of transportation	27	24	-	21	7
3	There are adequate classroom and office facility	10	15	-	27	27
4	The school have a refreshment areas for teachers (tea room, DSTV)	11	24	-	34	10
5	The school principal give immediate feedback for our work	6	27	4	32	10
6	I am satisfied with student class ratio, teacher student ratio, student text book ratio	-	10	-	31	38

Table11 shows that factors influencing teacher's job satisfaction related to work environment, as the data indicate just 16(20.3%) of respondents confirmed their agreement on the issue they have enough instructional materials available for teaching learning process. while 60 (75.94 %) of respondent were mention on the issue they do not have enough instructional materials available for teaching learning process.3 (3.8 %) of teachers did not respond ether agree or disagree. This is similar response with table six respond on supervision factor, how supervisor makes available sufficient material for teachers to do their best. 46(79.3%) of respondents were claimed that supervisor not makes available supplementary materials for teachers to do their best.

28(35.44%) of participants stated that they are satisfied with accessibility of transportation, while majority of respondent around 51(64.55 %) were disagree and strongly disagree that they are not satisfied with accessibility of transportation. As the data showed that majority of the respondents have problem with accessibility of transportation. Therefore, the researcher would like to suggest that as government's school teachers, government must give an opportunity for private schools teachers the transport access, since those private schools teachers also serve the community. In point of fact in the current time there are high transport accessibility problem in Addis Ababa.

54(68.4 %) of participants believed that there are adequate classroom and office facility, but 25(31.6%) of participants stated there are not adequate classroom and office facility in their school. So one can conclude that according to the data result schools has sufficient classroom and classroom size and office facility. In the other question 44(55.7 %) of teachers stated that the school have a refreshment areas for teachers (tea room, DSTV), only 35 (44.3 %) of teachers disagree the school has not enough refreshment areas for teachers as tea room, DSTV and other TV Channel.

42(53.1 %) of participants stated that the school principal and vice principal give immediate feedback for their work while 37 (46.8%) of respondent were disagree that school principals does not give immediate feedback for teachers achievement. But 4(5.06 %) of respondents did not express either of the side as positively or negatively. 69(87.3%) almost we can say all teachers stated that they are satisfied with student classroom ratio, teacher student ratio, student text book ratio in the school. while 10(12.7%) of respondent were disagree they are not satisfied with student class ratio, teacher student ratio, student text book ratio in the school.

As the above interpretation indicates there was more positive answer about working environment raised than negative one. The researchers suggest that the school environment must be conducive for teaching learning process. If working environment has adequate facilities and sufficient equipments teachers would gain physical and psychological satisfaction, so it can leads them to high job satisfaction. The schools adequate classroom and office facility, the school good refreshment areas for teachers, student classroom ratio, teacher student ratio and student text book ratio create high job satisfaction for teachers. In the reverse the accessibility of transportation and in sufficient instructional materials available creates job dissatisfaction.

75% of the interview respondents said that, the school environment has good facility to motivate teachers, even most of teacher's respondents also similar with principal's answer. To enhance teacher's effort as well as to bring quality education, schools must provide well maintained and pleasant working environment.

During the interview session principals stated that major causes for teacher's job dissatisfactions is lake of accessibility of transportation and housing rant problem. Large student's class room ratio and insufficient instructional materials are the other cause as principals suggest. Moreover

principals stated that one of their mechanisms to increase teacher satisfaction is facilitate good refreshment areas in the school.

CHAPTER FIVE

Summary of findings, conclusion and recommendation

5.1 Introduction

This study mainly surveyed the assessment of teacher's job satisfaction in some selected private secondary schools of Arada sub-city in Addis Ababa. To this end, the study tried to answer the following research questions.

- What is the level of teachers' job satisfaction in the selected secondary schools?
- What are the main causes for teachers' job satisfaction in the schools?
- What are the main causes for teachers' job dissatisfaction in the schools?

The study employed both quantitative and qualitative method to answer the research questions and to achieve the main research objectives. To this effect the study is conducted three secondary schools that randomly selected from Addis Ababa Arada sub city. 104 teachers were using by senesce sampling technique , but only 79 teachers were participate and respond for this study, because of Corona virus (COVID -19) epidemic it were difficult to found and contact with teachers for the researcher . Furthermore, seven principals and vice principals are selected by using availability sampling. In addition, semi-structured interview was conducted with four principals, three l principals were not meeting because they not presented for long period of time in their office.

The information obtained from teacher participants through questionnaire were analyzed by using percentage. Interview responses were analyzed by narrations to support the results that obtained from quantitative data. Based on the data analysis the following major findings were obtained.

5.2 Findings

It was found out that from the total number of respondents 88.6 % of teachers were males and only 11.4 % of teachers were females, 100 % of principals are males and there is no female principals at all. Regarding the age distribution, 48(70.6%) of teachers were between 21- 40 years old, and 20(29.4%) of teachers were above 40

years old, since eleven respondents did not show their age. The principals' age distribution shows that no one between 21-30 years old and 1(14.3 %) of principal were between 31-35 years old, 2(28.57 %) of principals were between 46-50 years old, 1 (14.3 %) of principal were above 50 years old. Regarding to work experience around 76.3 % of teachers has 5- 14 years work experience.

The study indicated that 77.2 % of teachers participants are bachelor degree /BA/ holders and 22.8 % of teachers are master degree /MA/ holders, there is no diploma teacher. On the part of the principals 2 (50 %) were B.A holders 2(50 %) have M.A holder.

The study revealed that teachers make their decision and take responsibility on the major activities and they take high responsible for annual and daily lessons plan preparation. Also teachers gave high attention for their action and job, teachers has positive feeling about the schools practice how they give responsibility for them.

The study indicated that under colleague's factor teachers have a strong relationship and they support each other in their work place, and they have good cooperation from all staff members. Also they try to help each other by giving suggestions and feedback about their instruction and other activities. In general teachers have good communication with staff members and other school community.

Based on the data result under work itself factor teachers were not interested and creative with their activities. Moreover, teaching don't provides to them an opportunity to use variety of skills, also it indicate that teaching not create a chance to develop new methods and were not given an opportunity to advance their profession. Generally teachers were not pleased and comfortable with the physical surroundings of the school.

70.9% of teachers has high work load. It is one of the reasons for teacher's job dissatisfaction and reason for teacher's turnover in private secondary schools.

Under supervision factor result most of the teachers has good relationship with their supervisor. Supervisors offered good suggestions to improve their teaching, and give support when they need help to improve the instruction, and they support everyone in the same way. It is obvious to say that teachers are supervised properly and fairly. According to the data result the limitation of

supervisor were they would not address necessary materials for teachers to use as supplementary books. It was found out that school principal's give good recognition for teachers activities. In other hand 81% of teacher participants were disagree and uncomfortable by school owner's way of recognition and respect. Schools owners don't have well recognition about teachers feeling, their work load, and the overall teaching profession, since they are just an investor.

The study revealed that there is no sufficient professional growth and development opportunities to build teachers capacity in the schools. The available of training opportunity is insufficient, and also schools are not effective on the job training and in-service training, there is no fair and equitable training opportunity, in general schools has wide limitation on teachers training and development program.

The study indicated that teacher's salaries did not fair when they compared with their experience, qualification, work load and challenge. 69.6% of participants express that their received benefit and incentive is not adequate for their health and insurance. As the study revealed that teacher's level of job satisfaction according to their income and incentives is very low. Moreover, interview result displayed that teacher's benefits and salary were not satisfactory.

It was found out that principals use different mechanisms to enhance teacher professional satisfaction, such as by creating sense of belongings, by increasing transport and house allowance, with different rewards and encouragement and also by facilitate comfortable environment.

The study revealed that schools have adequate classroom and office facility; teachers satisfied with student classroom ratio, teacher student ratio, and student text book ratio in the schools. 64.55% of respondents has big problem with accessibility of transportation and house rant.

5.3. Conclusion

Based on the findings of the study the following conclusions were drawn.

Teachers were dissatisfied in various aspects of both internal and external factors. By improving those determinants be able to increases the overall work motivation and job satisfaction of teachers. Due to lack of job satisfaction experienced teachers were lose their job, this has

negative impact on quality education, on student's enrollment rate, repetition rate, and students achievement.

Based on the findings major factors that influencing teacher's job dissatisfaction was low salary, low incentive and lack of fringe benefits, such as transport allowances, health insurances and medical care are provided. Moreover, the reward and payment system is not free from bias. All these and other unfavorable conditions have strong negative influence on teacher's job satisfaction.

The other factors for teachers job dissatisfaction is leadership quality and leadership style, student's misbehavior, school owner's unnecessary influence and parent's interference. There is not adequate training and professional development in that secondary school. So schools need more focus on the continuous professional development (CPD), it help them to update their profession. If teachers are not updated their profession, it has an effect on their job satisfaction and work motivation. As principals stated due to inadequate school budget, and the limitation of the schools owners level of understanding about teachers training and development program, the training that received to teachers are not sufficient .This is also asserted by other studies of (Collin, 2001) The focus of training and development is to enable employees to perform their role of effectiveness.

One of the strong part of the schools are teacher's received good recognition from principals for their achievement, but teachers not received full recognition and support from schools owner and from other concerned body. In general the principals' practice on recognizing teachers work is at the good level, which may increase teachers' level of job satisfaction.

There are significant differences among teachers' characteristics such as sex, age, qualification, and work experiences. Teachers who have more than 20 years experience were more satisfied than those who have below 20 years work experience. Regarding sex, according to the finding female teachers was more satisfied than meal teachers even they are very few in numbers, As the finding prove 70% of participants are under 40 years old, it is one of the indictors how teachers not work long period and they release early before 40, so they are not more satisfy like the old teachers.

Teachers were highly satisfied with responsibility, colleague factors, work environment factor and supervision factor. It is the good quality, if it continues in this way teacher's job satisfaction also relatively increase.

5.4 Recommendation

Based on the findings and conclusions of the study the following recommendations were forwarded.

- Government, MoE, Sub-city Education Office, School owners and schools administrative should give special attention for training and development; and also on different benefits and incentives for private secondary schools teachers to increase their job satisfaction.
- Constructive and continuous support and advancement promotion opportunity is important to enhance teacher's job satisfaction. This is helpful to increase teacher's level of job satisfaction as well as to maximize their level of professional commitment.
- To increase teachers job satisfaction, principals and vice-principals and schools owners should create comfortable working environment.
- All concerned body should give high recognition and appreciation when teachers perform well, for the improvement of students-learning and school development to come up with better educational outcomes, since recognition and appreciation can be powerful for job satisfaction.
- Reduce unnecessary load such as paper work, co- curricular activities that has no relation with the main teaching learning activity.
- Schools needs standardize facilities, and should prepare basic instructional materials and supplementary books, as it have strong positive implications for the improvement of quality education.
- Salary of teachers should be improved; teachers should be paid based on to their qualification, years of experience, work load, their commitment level and performance.
- The researcher wants to suggest that schools owners should facilitate transport access and other opportunity.
- The competency of the supervisors should improvement to increase effectiveness and performance of teachers and in addition it has positive influences for teacher's level job satisfaction and for quality education, so MoE, Sub-city Education Office, Schools

owners and schools administrative must give different training opportunity for supervisor to update their skills.

- Efforts should be exerted to enhance job satisfaction in all secondary schools and narrow the gap of satisfaction from other sectors.
- Government, schools, parents, and all the community have to work on student's behavior. As principals stated one of the cause for teacher's job dissatisfaction is student's behavior.

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Appendix 1

ADDIS ABABA UNIVERSITY

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

A questionnaire to be filled by Teachers

Dear respondent the purpose of the questionnaire is to collect data for a research work on the title of Assessment of teacher's job satisfaction in selected private secondary schools. It is inherent that the availability of good teachers job satisfaction could bring a profound impute on the Education sector. Hence, the objective of this study is to identify the major stumbling blocks for the teacher's job satisfaction also to identify the level of teaches job satisfaction in those selected secondary schools, and suggest the possible solutions to tackle the problems at hand. Your genuine and professional contribution will be essential for the success of the study. Hence, I would urge you to complete the questionnaire and give back as soon as possible. Your cooperation is greatly appreciated.

Section I: General information

1. Your participation is voluntary.
2. Where the questions require ranking (From strongly agree to strongly disagree) please rank the choices by putting —√ or —× marks in the box provided
3. To help the researcher treat your responses confidentially and objectively, please do not write your name on the questionnaire.

1.1. School name _____

1.2. Sex Male ☐ Female ☐

1.3. **Age** 20-25 ☐ 26-30 ☐ 31-35 ☐

36-40 ☐ 41-45 ☐ 46-50 ☐ above 50 ☐

1.4. Level of education qualifications

Diploma ☐

Bachelor Degree ☐

Masters Degree ☐

other specify ☐

1.5 work experience

Below 5 years ☐

5-9 years ☐

10-14 years ☐

15-19 years ☐

20 and above years ☐

Section II: Questionnaire

Please, respond to all Questions Raised given below by putting a tick (x/√) in the appropriate space using the following scales: 1= strongly disagree, 2 = disagree, 3= neutral, 4 = agree and 5 = strongly agree

Table1. Factors related with level of job satisfaction

No	Your level of satisfaction on your job	Strongly disagree	Disagree	neutral	Agree	Strongly agree
1	I enjoy in my work					
2	I feel that my work is meaningful					
3	My job assists me to use my skills and abilities.					
4	My job gives me an opportunity to learn new skills .					
5	My job gives me an opportunity to do the things that I do best.					
6	My work is compatible with my experience and education					
7	I prefer to continue with teaching profession					
8	Teaching profession is challenging job for me.					
9	Teachers are proud of being a teacher					
10	Teachers are prefers to continue with teaching					
11	School administrative support teachers to enhances their commitment					

12	The feedback they get from students and the community increase teachers commitment					
13	Teachers has high commitment towards their subject matter					
14	I will not change teaching even I offered better working condition and safety in some other sectors					
15	The feedback they get from school owner increase teachers commitment					
16	In our school supervision plays a vital role to increasing the satisfaction level of teachers.					

Table 2 Factors influencing job satisfaction of secondary school teachers related with salary and incentives

No	Questions Raised	Strongly disagree	Disagree	neutral	agree	Strongly agree
1	I am paid fairly for the work I do.					
2	My pay reflects the effort I put in to my work.					
3	The benefits I receive (health, insurance, sick leave, etc) are not adequate.					
4	Compared to similar schools in the community, I am not satisfied with my benefit package.					
5	Our major fringe benefits provided are dissatisfactory.					
6	My salary appropriately matches with my experiences and education preparation					
7	There is an incentives delivered to me to increase my satisfaction					
8	I am happy with the types of allowances given					
9	There is a fair reward system to increased my efforts					
10	There is a fair payment system according to teachers experiences and education preparation					

Table 3 Factors influencing job satisfaction of secondary school teachers related with teachers training and development

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I get in-service training continuously					
2	As school teacher, I have many opportunities for professional advancement					
3	I always received fair and equitable training opportunity.					
4	The school provides effective on the job training.					
5	I am satisfied with the training that I have received to perform my job.					

Table 4 Factors influencing job satisfaction of secondary school teachers related with Recognition Factor

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I receive full recognition for my successful teaching from principal					
2	No one tells me that I'm a good teacher					
3	I receive too little recognition					
4	I receive full recognition for my successful teaching from parents and other stakeholders					
5	I receive full recognition from the school owner					

Table 5 Factors influencing job satisfaction of secondary school teachers related with Supervision Factor

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	My immediate supervisor is not friendly and helpful.					
2	My immediate supervisor offers suggestions to improve my teaching					
3	Supervisors treats everyone equitably					
4	My supervisor makes available the material I need to do my best					
5	My immediate supervisor makes me feel uncomfortable					
6	All teachers are supervised properly and fairly.					

Table 6 Factors influencing job satisfaction of secondary school teachers related with work Load

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I don't have enough time to get everything done on my job.					
2	The workload on my job is too heavy					
3	My current work does not make me stressed					
4	I can accomplish my assigned work load easily					
5	My required work load reduces the quality of my performance					
6	There is fair distribution of work load in the school					

Table 7 Factors influencing job satisfaction of secondary school teachers related with Work Itself

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	Teaching is a very interesting job					
2	Teaching does not provide me the chance to develop new methods and skill					
3	Teaching encourages me to be creative					
4	The work of a teacher consist routine activities					
5	There are good interaction with job holder (students, parents subordinates and supervisors)					

Table 8 Factors influencing job satisfaction of secondary school teachers related with Colleagues Factor

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I like the people with whom I work					
2	My colleagues stimulate me to do better work					
3	My colleagues provide me with suggestions or feedback about my teaching					
4	I don't get cooperation from people I work with					

5	My interests are similar to those of my colleagues.					
6	There is strong relationship and support among co-workers in the work place					
7	I am satisfied of my relationships with colleagues/staff member.					

Table 9 Factors influencing job satisfaction of secondary school teachers related with Responsibility Factor

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	Teaching provides me the opportunity to help my student learning					
2	I'm responsible for planning annual plan and daily lessons.					
3	I'm not responsible for my actions.					
4	I try to be aware of the policies of my school					
4	I'm not interested in the policies of my school.					
5	The school principals allows teachers to plan and execute the major activities on their job					

Table 10 Factors influencing job satisfaction of secondary school teachers related with Work Environment

No	Questions Raised	Strongly disagree	disagree	neutral	agree	Strongly agree
1	I have enough instructional materials available					
2	I am satisfied with accessibility of transportation					
3	There are adequate classroom and office facility					
4	The school have a refreshment areas for teachers (tea room, DSTV)					
5	The school principal give immediate feedback for our work					
6	I am satisfied with student class ratio, teacher student ratio and student text book ratio					

Appendix II

ADDIS ABABA UNIVERSITY

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

Interview prepared for principals.

Dear response

The purpose of this interview is prepared for schools principals to find out the job satisfaction level of their teachers and the factors that affect teacher's job satisfaction. The result of this interview will be used to supplement the data gathered from the questionnaire in the analysis.

1. How would you describe current levels of teacher's job satisfaction in your school?
2. Are there any significance differences between male, female, their level of education and work experience among teachers in your school as far as teachers job satisfaction is concerned?
3. What are the main factors for teacher's job satisfaction and dissatisfaction?
4. Do the teachers stay working in your school for long period of time?
5. What mechanisms do you use to increase teacher professional satisfaction?