

**JOB SATISFACTION OF TEACHERS IN SOME SELECTED
SECONDARY SCHOOLS OF ADDIS ABABA**

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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY**

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This is to certify that the Thesis prepared by Elleni Ketsela, entitled *Job Satisfaction of Secondary School Teachers in Selected Addis Ababa Schools*, submitted to the College of Educational and Behavioral Studies complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Table of Content

| | |
|---|-----|
| Acknowledgements..... | iii |
| Table of Content | iv |
| List of Tables..... | vi |
| List of Figures..... | vii |
| Abstract..... | 1 |
| Chapter 1: Introduction | |
| 1.1 Background of the Study | 2 |
| 1.2 Statement of the Problem | 3 |
| 1.3 Research Questions | 3 |
| 1.4 Objectives of the Study | 4 |
| 1.5 Significance of the Study | 4 |
| 1.6 Delimitations of the Study | 5 |
| 1.7 Limitations of the Study | 5 |
| 1.8 Organization of the Study..... | 6 |
| Chapter 2: Review of Related Literature | |
| 2.1 Definition and Importance of Job Satisfaction | 7 |
| 2.2 Job Satisfaction Theories | 10 |
| 2.3 Factors Affecting Job Satisfaction | 14 |
| 2.4 Levels of Job Satisfaction | 16 |
| 2.5 Demographic Variables and Job Satisfaction | 17 |
| 2.6 Components of Job Satisfaction | 20 |
| 2.7 Summary of Related Literature | 25 |
| 2.8 Conceptual Framework | 26 |

Chapter 3: Research Design and Methodology

| | |
|---|----|
| 3.1 Research Design and Methodology | 27 |
| 3.2 Source of Data | 27 |
| 3.3 Samples and Sampling Techniques | 27 |
| 3.4 Data Gathering Instruments | 28 |
| 3.5 Procedures of Data Collection | 29 |
| 3.6 Method of Data Analysis | 30 |
| 3.7 Pilot Testing | 31 |

Chapter 4: Data Analysis and Interpretation

| | |
|---|----|
| 4.1 Characteristics and Background of Respondents | 32 |
| 4.2 Job Satisfaction | 36 |

Chapter 5: Discussion

| | |
|---|----|
| 5.1 Job Satisfaction in Relation to School Type | 45 |
| 5.2 Gender in Relation to Job Satisfaction | 47 |
| 5.3 Work Experience in Relation to Job Satisfaction | 48 |

Chapter 6: Summary, Conclusion and Recommendation

| | |
|--------------------------|----|
| 6.1 Summary..... | 50 |
| 6.2 Conclusion | 51 |
| 6.3 Recommendation | 52 |
| Reference | 53 |
| Appendices | 63 |

List of Tables

| | | |
|----------|--|----|
| Table 1 | Item Analysis for Pilot Test | 32 |
| Table 2 | Distribution of teachers in Government and Private School | 33 |
| Table 3 | Teachers Year of Experience | 34 |
| Table 4 | Comparison of Supervision Factor Against Demographic Characteristics | 37 |
| Table 5 | Comparison of Colleagues Factor Against Demographic Characteristics | 38 |
| Table 6 | Comparison of Advancement Factor Against Demographic Characteristics | 39 |
| Table 7 | Comparison of Pay Factor Against Demographic Characteristics..... | 40 |
| Table 8 | Comparison of Recognition Factor Against Demographic Characteristics | 40 |
| Table 9 | Comparison of Responsibility Factor Against Demographic Characteristics | 41 |
| Table 10 | Comparison of Security Factor Against Demographic Characteristics | 42 |
| Table 11 | Comparison of Work Itself Factor Against Demographic Characteristics | 43 |
| Table 12 | Comparison of Working Conditions Factor Against Demographic Characteristics | 44 |

List of Figures

| | | |
|----------|---|----|
| Figure 1 | Conceptual Framework | 26 |
| Figure 2 | Bar graph showing educational status of respondents | 35 |
| Figure 3 | Bar graph showing median of years of experience | 36 |

Abstract

The aim of this research is to investigate factors that influence job satisfaction of teachers. The research problem assesses teachers' job satisfaction in selected secondary schools of Addis Ababa. It examines the demographic aspects from the perspective of gender, work experience and the level of job satisfaction in relation to school type. To this end, a descriptive survey was made and the research employed primary data sources using quantitative data collection procedures. The questionnaires were taken from Lester's (1987) TJSQ . Two hundred five teachers from 12 selected schools (both from private and government) responded to the questionnaires. Mann-Whitney U test was used to conduct test of differences on the dependent variables. The distribution on the dependent variables was observed to be kurtosis. In most aspects of their work, teachers are significantly dissatisfied. Female teachers are found to be satisfied in the working condition factor. Most of them work in government schools. Experienced teachers are relatively satisfied with the compensation (pay benefit) and with the supervision factor. Teachers with nine years and more experience were significantly satisfied with their work. As to the level of satisfaction in relation to school type, government school teachers are found to be more satisfied in the working condition factor. Private school teachers on the other hand are relatively satisfied with other factors like compensation and teachers recognition factor. Schools should strongly work on teachers' job satisfaction for the benefit of students and the entire educational system.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

For the last two decades, job satisfaction has been one of the most researched areas (Specter, 1997). According to Specter, job satisfaction is the most studied variable. Although job satisfaction of teachers has been researched in various ways by a number of researchers, there are still problems that are not solved in the area (Klassen, Usher & Bong, 2010).

Research focusing specially on job satisfaction for secondary school teachers identified several indicators of satisfaction and dissatisfaction. Job satisfaction is also associated with teacher quality, organizational commitment and performance with reference to scholastic achievement, attitude of students, tutor turnover and executive performance (Mathieu, 1991; Ostroff, 1992).

Job satisfaction describes the feelings, attitudes and performance of individual toward their job. It indicates how content an individual is toward his or her job. Armstrong (2006) defines job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude toward their job indicates job satisfaction. Negative and unfavorable attitudes indicate dissatisfaction. Poor quality education could result from dissatisfied teachers (Specter, 1997). This study sought to address job satisfaction from the perspective of gender, year experience and school type.

The study focused on the job satisfaction of teachers in some secondary schools in Addis Ababa. A total of four hundred teachers were targeted with the sample of two hundred

five teachers drawn from twelve schools in the ten sub cities of Addis Ababa. Simple random sample is used in getting the samples and sample size. Descriptive survey method was used to collect data. This study is based on Maslow hierarchy of needs theory and Herzberg two factor theories.

In determining job satisfaction, at least four measures interrelate positively with each other (a) the characteristics of individuals (b) the level of individual compliance (c) work situations (d) work roles. Measuring job satisfaction establishes reasonable actions for the employers and policy makers to take, and a direction for future research (Smith, Kendall & Hulin, 1969).

The purpose of studying this research is to add to the existing researches and assesses secondary school teachers' satisfaction in relation to gender, year experience and school type. Hopefully the findings may serve as a guide to educational practice to improve job satisfaction of secondary school teachers.

1.2 Statement of the Problem

There are important links between job satisfaction of teachers together with quality of education and school achievement. There is a need to generate accurate and trustworthy information about teachers' job satisfaction from the perspective of gender, work experience and school type in secondary schools of Addis Ababa

1.3 Research Questions

The study will be guided by three important questions:

1. What is the level of teacher's job satisfaction in relation to school type?
2. Is gender related to job satisfaction?

3. Is work experience related to job satisfaction?

1.3 Objectives of the Study

General Objective

The study will assess the status of teachers' job satisfaction in selected schools in Addis Ababa.

Specific Objectives:

The specific objectives of the study are:

- To investigate the level of job satisfaction in relation to school type
- To investigate how teachers job satisfaction is related to gender
- To see how work experience affects job satisfaction

1.4 Significance of the Study

The study is significant as it helps to discover possible unforeseen consequences of job satisfaction in relation to gender, work experience and school type.

It provides information about teachers' job satisfaction from selected teachers in selected secondary schools. Teacher's job satisfaction has impact on the quality of education. Their effectiveness is dependent on how satisfied they are. It's a determinant factor for teaching delivery. It has been found that job satisfaction is an important factor in the teaching and learning process. Dissatisfied teachers provide poor quality education and less efficient care. On the other hand Motivated teachers equally motivate students, supervisors, administrators and in general the school environment. Maintaining school environment depends on effective and motivated teachers.

This research provides insight about job satisfaction for teachers, school administrators' and also for the school systems. They will benefit a lot from this study. Teachers perform better when they have higher satisfaction (Blasé & Blasé, 1998).

The results may further help the school administrators to review existing motivational policies and practices. This will be the basis to plan programs for teacher development that will lead to the teacher's professional growth. Teachers' job satisfaction is believed to address problems that are faced by the teachers, schools, parents and students. It is given due importance internationally and nationally. Therefore, assessment of its practice will help in improving the quality of teaching.

1.5 Delimitations of the study

The researcher has implemented delimitations to control the size and make the study manageable. The focus of this study is teachers' job satisfaction in secondary school in Addis Ababa; the following delimitations are a reasonable method to regulate the study.

- 1) There are 214 high schools in Addis Ababa. The researcher will focus only on 5%, that is, 12 high schools both from government and private.
- 2) To eliminate the variation between different levels of schools, the study was delimited to high school that taught only grade 9 and 10, do not include preparatory colleges.

1.6 Limitations of the Study

The study has several limitations. One of the limitations the researcher faced was lack of awareness and mistrust regarding research and its executions. To resolve this challenge, the respondents were oriented again and again about the purpose of the research

and its ethical premises through discussion. The other limitation arises by the very nature of the questionnaires used. Some of the questions don't have clarity due to cultural differences. To minimize the limitations, the researcher deleted 9 questions based on pilot try out results.

1.7 Organization of the Study

This thesis contains five chapters. The first chapter provides an introduction with the background of the study, research questions, objectives of the study, and delimitations of the study and limitation of the study. The second chapter contains review of related literature exploring different aspects of teachers' job satisfaction. Chapter three discusses the research design and method, the population and sample, the data needed to answer the research questions, sources of data and the procedures followed in gathering and analyzing the data. In Chapter four, data was analyzed and interpreted. Chapter five provides the discussion part. Chapter 6 summarizes the entire research proceedings, presents conclusions and forwards recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review part helps to explore what has and has not been investigated in the field. It examines the existing literature and to gain an understanding of the relationship between the studies.

The goal of this literature review is to provide a relevant context for the new research. Prior studies are summarized and grouped with other studies to provide similar results. Establishing a comprehensive analysis of the relevant research is one of its goals. This part will let the reader to know about the gaps in the literature.

This chapter gives a better understanding of the theories on the factors that influence job satisfaction. Relevant and important theories are explained in the following sections like Maslow's Hierarchy of Needs Theories, Herzberg's Two-factor Theory, the Expectancy Theory and Adam's Equity Theory.

This study applies Lester's (1987) instrument. The nine subscales of the Teachers Job Satisfaction Questionnaire (TJSQ) will be defined in this literature review. These are supervision, colleagues, working conditions, pay, and responsibility, work itself, advancement, security and recognition.

2.1. DEFINITION AND IMPORTANCE OF JOB SATISFACTION

Job satisfaction is an important element in any organization. Attitudes and feelings affect the behavior of employees, which contribute to organizations' success or failure. Job satisfaction refers to a person's affective relation to his or her working role. Different authors have different approaches towards defining job satisfaction. Previous studies have identified

the most important human resource tools to manage job satisfaction as salary, training, the working environment, supportive supervision and recognition (Martineau, 2006). Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows.

Armstrong (2006) defined *job satisfaction* as people's feeling towards their jobs.

Job satisfaction is expressed through favorable work environment. Vroom defines job satisfaction as performance of individuals toward present work roles (Vroom, 1964).

A person will be satisfied in his job, when combined psychological, physiological and environmental circumstances cause a person to be confident (Hoppock, 1935). According to this approach, the internal factor dictates the employee feeling than the external ones.

Specter (1997) defines, job satisfaction as the way people feel about their job and its various aspects. It's the degree or the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation.

Teachers are the most important resources in a school. They are the key figures for any changes needed in schools. Quality education system depends on teachers. Teachers are essential to the success of any educational System. Teachers' job satisfaction has a significant influence on the delivery of quality education.

Job satisfaction is important in predicting systems stability, reduced turnover and worker motivation. High quality education system depends on high quality teachers (Jyoti & Sharma, 2009). Satisfied and motivated teachers are important for any educational system. Successful educational system mostly is the result of satisfied teachers. Teachers have a great role in any education system. They have significant impact on student achievement.

Job satisfaction is actually a combination of intrinsic and extrinsic factors. Intrinsic job satisfaction is the kind of work one wants to do. Extrinsic job satisfaction is when one considersthe conditions of the work as a priority(Weasmer and Woods, 2004).

Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Job satisfaction represents expectations of award in different forms and individual's behavior in the work place (Davis, 2000).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition of having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their interpersonal relationships, supervisors, school policy and their pay aspect (George, 2008).

Job satisfaction is when one is convinced of the qualitative or quantitative aspects of his work. (Mullins,2005). It represents a feeling or perception of fulfillment of the material and psychological needs (Artz, 2010).

Job satisfaction from employee's side may reflect benefits usually determined by the employer based on their strategy to be profitable in recruiting and retaining people. On the other hand job-related factors affect satisfaction in relation to employees' desire, skills and abilities to make a meaningful contribution and to be valued. From the schools point of view, student achievement is evaluated through good teachers' performance. When schools find quality teachers who fit their job requirements then a win-win situation is created between the teacher and the school administration. Quality of education and student achievement is determined by committed and satisfied teachers.

According to Woods (2004), job satisfaction can be achieved through commitment, dedication, belongingness and good performance to the best ability. Moreover, job satisfaction and performance are positively influenced by rewards Kreitner (2002). Factors that influence job satisfaction are management system, working environment and employees' involvement in decision making process.

2.2 JOB SATISFACTION THEORIES

We will look at different theories of job satisfaction, to determine how they can be utilized in the nine subscale of the Lester's (1987) instrument (TJSQ).

2.2.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of needs is one of the best-known motivation theories in the world. Maslow is a good starting point to examine motivation theories. Maslow starts with the idea that people always want something and that depends on what they already have. According to Maslow's theory (1970), people's needs range in a hierarchy from physiological, to self-actualization (including safety, security and social status). Failure to satisfy one need may have an impact on the next level. According to this theory, people who are struggling to survive are less concerned about needs on the higher levels.

For Maslow, fulfillment of lower-order needs, such as security and payment leads to the higher-order needs like social relations, self-esteem, and self-actualization. Satisfying these higher order needs is necessary for true job satisfaction (Ryan, 1947).

Maslow's (1954) hierarchy needs explains job satisfaction in terms of needs fulfillment. This theory is used to develop taxonomy to create the factors of the TJSQ (Teachers Job Satisfaction Questionnaire). Lester (1987) found this theory appropriate for an educational setting. Lester used this theory to provide a system of classification that supports the conceptual foundation for her instrument.

2.2.2 Herzberg's Two-Factor Theory

In the late 1950s Frederick Herzberg developed a two-factor theory (motivation and hygiene) based on Maslow's Hierarchy of Needs..He started with the idea that job satisfaction and dissatisfaction act independently of each other.

The work characteristics associated with dissatisfaction (hygiene factors) vary from those of satisfaction (motivators). Motivation lead to satisfaction, but its absence may not lead to dissatisfaction. Achievement, recognition and intrinsic interest in the work itself are part and parcel of motivation factors. There is a direct link between performance and reward. Usually intrinsic factors motivate employees to perform and improve their job satisfaction.

Studies in different organizations have found that the absence of acceptable intrinsic factors in the work-place leads to high employee attrition rates. Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009:52). Their presence, on the other hand, is related to high job satisfaction

2.2.3“Hygiene” Factors

Hygiene factors are corresponding to Maslow's lower order of needs. These are policies and practices, remuneration, benefits and working conditions. Improving these factors may decrease job dissatisfaction and thus increasing motivations. Dissatisfaction is the result of inadequate hygiene factors, but at the same time adequate hygiene factors do not necessarily lead to job satisfaction. Hygiene factors need to be tackled, and then motivators can follow.

For Both Maslow (1954) and Herzberg (1971), salary is a lower-order need or a hygiene factor and as such cannot lead to true job satisfaction. Perrie and Baker (1997) reported a non-significant relationship between salary and benefits.

In China, Sergeant and Hannum (2005) found out that salaries and incentives did not have a significant effect on schoolteachers' job satisfaction. Even in Botswana, Mullins (2007) reported non-significant relationship between salaries and different facets of schoolteachers' job satisfaction.

The two-factor theory Herzberg (1959) provides the theoretical framework in the design of Lester's (1987) TJSQ instrument. They claimed job satisfaction and dissatisfaction act independently of each other. Improving employees' status, responsibility, and self-realization was found to improve work itself and job satisfaction.

Herzberg and Maslow are dominant figures in job satisfaction. They offer two of the most frequently cited psychological approaches studying job satisfaction (Lester, 1983). Maslow's (1954) hierarchy of needs explains job satisfaction in terms of needs fulfillment.

Applying these concepts to teachers, Herzberg, et al. (1959:113-117) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work-place will not necessarily quit teaching, as long as he or she is well-paid and has good relationships with colleagues.

2.2.4 Expectancy Theory

This theory was developed by Vroom (1964) and based on the belief that the amount of effort exerted on a job depends on the expected return and may result in increased pleasure or decreased displeasure. People may perform their job and satisfied if they believe that their efforts will be rewarded. Expectancy theory is known by its understanding of individuals' linkages between effort and performance, performance and rewards, and rewards and

individual goal satisfaction. There is no universal principal that explains people's motivation and is regarded as a contingency model.

Maslow and Herzberg focused on the relationship between needs and the associated effort expected to fulfill them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfillment of the needs. According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The Theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964).

Teachers will not engage in motivated behavior unless (1) they value the expected rewards; (2) they believe their efforts will lead to first-rate performance; and (3) their performance will result in the desired rewards (Griffin & Moorhead, 2010,p.101).

2.2.5 Equity Theory

Adams theory (1963) emphasizes the comparison of existing conditions against some standard by using the relationship between two variables (inputs and outcomes). Inputs are what an individual contributes to an exchange, while outcomes represent what an individual obtains from an exchange. Equity theory suggests that individuals assign weights to various inputs and outcomes according to their own perception of relative importance. According to Daft and Noël (2001), equity theory is a process of job satisfaction that focuses on individuals' cognition of how equally they are treated compared to others. This implies that, if people feel their treatment as less favorable than that of others with whom they compare themselves as equals, they are likely to be less motivated to perform better. This theory therefore compares people to the ratio of their outputs to inputs with the ratio of outputs to inputs of others.

The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005:496). This perceived inequity may result in dissatisfaction (Miner, 2005,p.137).

According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

2.3 Factors Affecting Job Satisfaction

Job satisfaction is under the influence of factors such as working conditions, interpersonal relationships and variables related to intrinsic job characteristics and demographic variables.

Ellickson (2002) suggests that work environment (factors related to the work itself), and the personal characteristics of the individual as two general categories of variables associated with job satisfaction. Working conditions refers to salary, fringe benefits, administrative support, school management leadership, and workload. It has positive effect on the teachers' contentment. Other factors like recognition, income, promotion and the achievement lead to a feeling of fulfillment.

On this point, Ladebo (2005) found that, if working conditions are poor, the situations will have a negative impact on the job satisfaction of the teachers. Perie (1997) also confirmed that comfortable working conditions are directly correlated to higher job satisfaction. When working conditions are inadequate they would discourage the efforts expended to have quality education at all levels of the education system.

Poor pay directly affects job satisfaction. According to Herzberg (1959), salary has influences on job satisfaction. Teachers' job satisfaction is related positively to the teachers' salaries. An increase in their salaries was followed by an increase in their job satisfaction, and the intent to stay in the teaching profession. Other studies show that poor pay directly affects the teachers' job satisfaction. Thus, low salaries may discourage their efforts in making efforts towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006). Extremely low teacher salaries increasingly make conditions difficult to fulfill their basic needs. According to expectancy theory, high work demand and low salaries could lead to the lack of job satisfaction.

Fringe benefits, such as housing, transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training have impact on job satisfaction and are considered as components of employee compensation. According to Herzberg, (1959), fringe benefits are seen as hygiene or maintenance factors that influence job satisfaction. They are considered as substitutes for salaries.

Herzberg (1959) defined administrative support as hygiene or extrinsic factor could influence employees' job satisfaction. Administrative support is found to be the most significant and a strong predictor of the teachers' job satisfaction. It has much power, directly and indirectly, to predict the teachers' intent to stay in the profession. As indicated by Baker (2007), if they are not properly accompanied by the administration in their formative ages, it could become a primary reason for teachers leaving the profession early in their careers.

Teachers' greater satisfaction comes when they are recognized by their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Boggler, 2000). Poor leadership decreases job satisfaction. Poor leadership resulted in the teachers' perceptions as lack of school support,

and resulted in a decreased commitment to the teaching profession. The level of a school leadership's accompaniment and continuous encouragement significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession.

Workload is another factor, to either facilitate or impede job satisfaction. Teachers' tasks include continuous professional development like, lesson plan preparation, teaching, the documenting of portfolios, and more. Hence, the teachers' caring and other related responsibilities, have the potential to increase their interpersonal relationships (Butt & Lance, 2005). When teacher's perceive their workload to be unfair, their stress levels and their job dissatisfaction increase, and hence their commitment to the school organization, and their morale are eroded. This is explained by Adam's Equity and Expectancy Theories.

Interpersonal relationships are grouped under extrinsic factors. Interpersonal relations of teachers within the school community influence job satisfaction. In the school environment, interpersonal relationships could be with the students, the teachers, the principals/superiors, and with the parents.

The relationship between teachers and students is considered to be vital for positive educational outcomes in the school setting. It creates an atmosphere conducive to students benefiting from the teachers' successful teaching and learning to take place. According to Davis (2003), good teacher-student relationship facilitates motivation of and learning of students. He states that teacher-student relationships may have also impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence. It will influence the outcomes and the academic achievement of students.

As indicated by Johnson (2006), teachers working with collaborative colleagues can generate a more productive and healthy working environment than teachers working in isolation. Collaborative colleagues will establish harmonious cooperation.

2.4 The Level of Job Satisfaction

In order to understand level of job satisfaction, it is useful to distinguish between morale and attitude, and their relationship to job satisfaction (Locke, 1969). Morale can be defined as the extent to which an individual's needs are satisfied and the extent to which an individual perceives that satisfaction as stemming from the total job. Attitude can be defined as the internal personal qualities that dictate one's action in life and includes cognitive, affective and behavioral components.

The level of job satisfaction may not be consistent, but could be related to a number of variables. This allows managers can predict behavior associated with dissatisfaction. Older employees tend to be satisfied with their jobs. Management also tends to be satisfied with their jobs, probably due to better remuneration, better working conditions and job content (Greenberg 1997).

Since the level of job satisfaction is one of the research questions, it will be addressed and analyzed using Lester (1985) questionnaires using the 9 parameters namely supervision, colleague, working condition, responsibility, work itself, pay, advancement, security and recognition.

2.5 Demographic Variables and Job Satisfaction

Demographic variables include gender, age, level of education and teaching experience. These demographic variables have been found to influence the level of job satisfaction of teachers. Job satisfaction is influenced by personal characteristics.

2.5.1 Teachers Job Satisfaction and Gender

Many studies have shown that women are more satisfied with the teaching profession than men (Akhtar & Ali, 2009). Women are more satisfied with their jobs than the men, and the reasons are that women place greater value on intrinsic rewards. In a study Koustelios (2001), women teachers were more satisfied with their working conditions than the men, because women employees tend to consider the working conditions to be more favorable than the men do. Female teachers' social aspiration, social acceptability, job responsibilities, experiences of challenges and career development were some of the reasons cited.

Mothers are the first educators of children. When it comes to profession, most women want to spend their time with children. According to Kim (2005) women employees give more emphasis on intrinsic rewards than extrinsic rewards. This will give them job satisfaction than men. Chiu (1998) in agreement with Kim indicated that women have lower expectation than men do, because women compare their jobs with those of other women. Whereas men compare their jobs to other jobs and positions as well.

It is indicated that women's most important motive in their working life is work achievement, whereas men reported that promotion, reputation and prestige as public employees were most important (Kim, 2005) It seems that women employees place more emphasis on intrinsic rewards, whereas men employees value extrinsic rewards more highly.

From the above explanation, the researcher will discuss about male and female teachers from the perspective of job satisfaction. According to Akhtar (2009), women are more satisfied in teaching profession. Naturally women are the first educator of human kind. Starting from birth till age 3, they usually take care of their children. During the first three months of children's age, women spend almost every single minute of their life with their kids. Even governments recognize the need and have 3 month maternity leave with pay. During this special time, women will develop the tendency to be with their kids. That will bring special bond between women and children.

The reasons for the job satisfaction differences between men and women, according to Kim (2005), in agreement with Chiu (1998), are, namely the fact that women have lower expectations than men do, because women tend to compare their jobs with those of other women, whereas men compare their positions of other men. Women and men value different characteristics in a job.

2.5.2 Teachers' Job Satisfaction and Teaching Experience

In recent studies, teaching experience is considered as characteristics of teachers. Teachers self efficacy is related to teacher's years of experience (Woods, 2002). Teacher's job satisfaction is influenced by their teaching experience. (Kim, 2005)

Differentiation among the most experienced teachers may bring change in their career. Additional studies have found out that experience affects teachers self efficacy. According to Bandura (1986), self- efficacy refers to individual's beliefs and their capabilities to carry out a particular course of action.

Teaching experience may lead to greater knowledge of working conditions, procedures, responsibilities and expectations. Teachers with more years of teaching

experience were found to be satisfied with their jobs than less experienced teachers. The finding by Bolin (2007) indicates that the higher the teachers' length of service, the more the teachers were satisfied with the different aspects of their jobs.

2.6 Components of Job Satisfaction

The components of job satisfaction are supervision, colleagues, working conditions, pay, and responsibility; work itself, advancement, security, and recognition(Lester, 1987).

2.6.1 Supervision

Supervision is defined as the interpersonal relationships provided by the administration. It could be labeled as functional attraction. This refers to the subordinate's perception of how the employer is assisting in the daily tasks (Locke, 1976).

The studies in analyzing supervision as a component of teacher job satisfaction can be classified into two fields. First, feedback evolved as a primary field can have great influence in a worker's level of job satisfaction. The second field is execution of policy as the rules and procedures flow from administration to teachers. It has great influence on the role of the teacher. These two components were chosen due to the frequency that they were mentioned in the studies related to supervision's effects on teacher job satisfaction.

2.6.2 Colleagues

Colleagues are defined as a teaching coworker or associate of the school setting. This work group will give and receive support as having similar aspirations and purpose.

Coworkers provide support when they are in need. Social networking is another benefit from colleague. They can provide professional support and mutual learning (Locke, 1983).

Teachers having similar rank can play an important role in the job satisfaction of employees. Work relationship is very important for various reasons. Maslow (1954) found out that coworkers are important to a worker's happiness at work. When teachers feel they work with a team, they report higher job satisfaction and feel a greater sense of professionalism as a result of having the opportunity to work with other teachers (Garner, 1995). Teachers who collaborate with coworkers gain confidence, improve skills, and feel the sense of belongingness. The sense of confidence leads the employee into an increased sense of job satisfaction.

2.6.3 Working Conditions

Working conditions is the working environment that includes the overall physical conditions like facilities, school policies, procedures and school working environment. Working conditions affects job satisfaction. Level of dissatisfaction can be caused by poor working conditions and the school polices. The administrators need to clearly define the decision-making process (Sergiovanni, 1967).

Working condition is a factor that contributes predominantly to teacher dissatisfaction. Physical conditions of the work, the amount of work and facilities play an important role for their dissatisfaction. Most of the time, they will be forced to leave the school and profession. Teachers expect the working condition and job circumstances to remain consistent. . Physical condition of the work, the amount of work and facilities are conditions that affect teachers working conditions. Teachers are less likely to properly deliver adequate education to students with inadequate facilities (Hertzberg et. al., 1959).

2.6.4 Responsibility

Responsibility is defined as accountability to a given work. Teachers have responsibilities to students learning, classroom management, parents, and the school policies. Teachers' active role should be in the students' learning process and school policy. Researchers (Kim & Loadman, 1994) found 3 responsibilities of a teacher. Accountability for one's works the teacher appropriate working relationships with the students and teachers' participation in creating and upholding school policies. Teachers feel motivated and respected when given responsibility and power. Teachers' frustration is when they don't understand the expectation of the school.

2.6.5 Work Itself

Work itself contributes to teacher job satisfaction. It's the daily routines of the workers including the level of decision making given to the employee .Work itself involves the freedom to utilize one's skills and abilities of one's work (Herzberg,1959) . Creativity, influence, control and freedom are part of the work itself.

Fried and Ferris (1986), indicates that work itself is considered as intrinsic motivator to increase the level of satisfaction. Ownership, belongingness and variety of tasks are very important for any employees. Therefore, to increase the teachers' job satisfaction, it's important to create variety of tasks and belongingness. Task significance is an important component of job satisfaction.

2.6.6 Pay

Pay is defined as the employee's compensation for the work performed. Pay includes the financial recognition for accomplishments. It's one of the tools to improve employee job satisfaction.

According to Bruckner (1988), pay is not only source of satisfaction at work but it can create and provide self-esteem. There is a significant correlation between salary and job satisfaction. They get for what they performed. Increased pay brings satisfaction and higher appreciation for teachers. Incentives, benefits like insurance, retirement and vacation days must be continually increased (Herzberg et al., 1959).

2.6.7 Advancement

Advancement is promotion in pay, status, or title. Advancement changes status or position of an employee. Advancement will bring joy and opportunity for the employees. Job satisfaction can be obtained through advancement. Workers perceive advancement as personal achievement.

Advancement brings confidence and creativity in a work place. This can increase job satisfaction as the employee establishes feelings of growth, recognition, achievement and responsibility (Sergiovanni, 1967).

2.6.8 Security

Job security is assurance of employees. School policies including seniority, layoffs, pension, retirement and dismissal are all factors of a teacher's job security. Many employees believe that security starts at the time of employment (like bargaining about

salary). If a person is confident in employment and satisfied with the pay, he/ she can focus on the job and do not have to worry about layoffs, retirement, and pay scale. Increasing a teachers' job security has been claimed as cost effective, an enhancement to academic freedom, and an improvement to pedagogical quality (McGee & Block, 1991).

In Maslow's (1954) Hierarchy of Needs, safety is the foundational step. This step addresses not only physical security but also emotional and mental stability. A person who is not confident with the job security will not be successful in his work. To worry too much about safety makes the employees less effective and dissatisfied. Medical insurance and other benefits are modern factors that help build one's safety needs.

2.6.9 Recognition

Recognition is an employee's appreciation and being given attention. It contributes a lot to job satisfaction. Recognition is connected to achievement, confidence, prestige and responsibility. These factors create a sense of belongingness and influence a person's self-image.

These components help to measure job satisfaction in this study. Recognition, advancement and security were found as the most consistent method to improve job satisfaction. Recognition and advancement are very similar. A person who receives a promotion is getting recognition for accomplishments. In most situations, advancement encompasses recognition but recognition does not ensure advancement. Security has also consistently been found to raise job satisfaction as the workers who do not fear losing their jobs can focus on work related issues and do not worry about meeting basic needs.

2.7 Summary of Related Literature

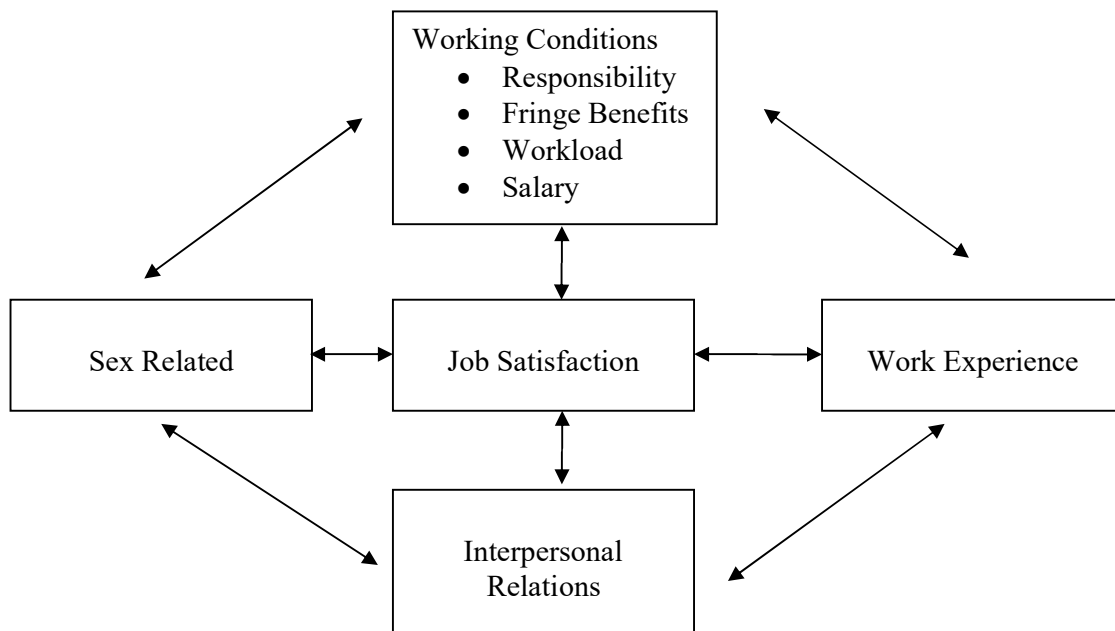
To summarize the literature review, factors of job satisfaction has attributes that have been found to raise job satisfaction. There is no method to raise and maintain a high level of job satisfaction. It is most effective for a manager to know the individual employee and treat each one independently to maintain high level of performance and job satisfaction (Hackman & Oldham, 1980).

This chapter contained a literature review on the components studied in this project. Job satisfaction theories were reviewed. The following chapter will contain an explanation of the methodology used in this study. Description of the research design, participant selection, instrumentation, data collection and data analysis procedures will be included.

2.8 Conceptual Framework

The diagram shows how demographic variables affect job satisfaction and has relations with each other. They influence with each other. One doesn't exist without the other.

Fig.1 Conceptual Framework



The conceptual framework is summarizing how job satisfaction is interrelated to working conditions, work experience, interpersonal relations and gender. Interpersonal relations are related to intrinsic characteristic of the job and demographic variables. Job satisfaction is interrelated to gender, work experience, working conditions and interpersonal relations as well.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design and Methodology

The researcher used quantitative research approach to collect data from the teachers. A survey (also called a *descriptive method*) has been used to investigate the factors influencing the job satisfaction of teachers. This method was selected to answer the quantitative research questions which required a considerable number of participants to enable generalization of the results (Muijs, 2004, p.44).

3.2 Source of Data

The type of study used for this study is primary sources of data because it is based on statistical data. The study is conducted in twelve secondary schools found in Addis Ababa, Ethiopia. The study categorized the schools into two parts government and private.

3.3 Samples and Sampling Techniques

According to the data obtained from Addis Ababa education bureau, there are 214 secondary schools, 65 governmental and 109 private in the 2008 EC academic year. The rest 40 are public, church and international schools.

The quality of the research outcome depends, among others, on the size and representativeness of the sample and the sampling strategy used. The samples selected for purposes of analysis should be representative. This is because a representative sample represents the properties of the whole population in question, so that the results found from the sample are generalization to the population (Muijs, 2004, p.38).

A survey research study aims to gather data representative of a population (Babbie and Mouton, 2001). The total population size of the schools is too big to study. For the purpose of administering the attitude survey questionnaire, the study considers 5% of the total 214 schools that is twelve schools from government and private. The general objective of the sampling is to get unbiased but manageable sample size.

The study employed different sampling procedures to select the sample which can be operationally feasible. Accordingly, from 214 secondary schools in Addis Ababa city, the study administered its standard questionnaire to 12 schools for 205 teachers based on convenience sampling. Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time (Cohen, 2007).

3.4 Data Gathering Instruments

The necessary data for the study was gathered through questionnaire developed by Lester's (1987). This instrument, Teachers' Job Satisfaction Questionnaire (TJSQ) uses nine sub scales as supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition to measure teachers' job satisfaction.

This instrument (TJSQ) is chosen due to appropriateness of this instrument in relation to this study. The instrument is composed of 66 items in five-point Likert scale format. In the

TJSQ the factor supervision has 14 items, colleagues 10 items, working conditions and pay 7 items each, responsibility 8 items, work itself 9 items, advancement 5 items and recognition 3 items (Lester, 1987).

Lester (1987) developed the TJSQ through sending questionnaire to a large, randomly selected sample of teachers and sending their results to a review board and it was accepted. Any statement that was poorly worded was rejected or rewritten. All items were evaluated and the number of items reduced from 120 items to 66.

3.5 Procedures of Data Collection

After a thorough review of the related literature, the researcher decided to use Lester's 1987 Teacher's Job Satisfaction Standard questionnaires (TJSQ) to collect data from the participants. The instrument helps to understand the jobs, teachers' expectation and the work environment. The instrument was chosen due to appropriateness in relation to this study. The proposed questionnaires were tried out on pilot 4 secondary schools which were outside the sample schools.

The instrument is composed of 66 items in five-point Likert scale format, but after the pilot test, 9 items were deleted and 57 items were administered. After the tryout, each instrument was carefully examined; improved and restructured and was made ready for final data collection.

Permission was asked from the school administrators to administer the 57 items. The teachers' respondents were well informed about the objective of the study and its ethical considerations. The questionnaire took about 15 minutes to complete.

A favorable (strongly agree) response received five point, agree received four points, undecided received three points, disagree received two points and strongly disagree received

one points. Twenty-nine items requiring reverse scoring had the values of one changed to five and the values of two to four. Then, a mean score was generated by adding up the mean score for each factor and comparing it with the scores to the standard sample created by Lester (1987).

3.6 Method of Data Analysis

After administering the questionnaire, the collected data was checked for completeness. Reverse scoring was necessary for the 29 questions that were written negatively. The items were presented randomly to mix up the factors. To score the instrument, the score associated with each item for each participant was entered into the statistical program SPSS version 20.

The responses of the teachers' respondents for the questionnaires was arranged and organized in the form of tables. The results and the findings were discussed based on review of literature or referring to books written by scholars in the field of job satisfaction.

Mann-Whitney U test was used to conduct test of differences on the dependent variable among the levels of the independent variables as the data violates the assumption of normality of distribution to use parametric test; the distribution on the dependent variables were observed to be kurtosis.

3.7 Pilot Testing

The purpose of pilot testing is to make sure that the instrument and items involved in the questionnaire were clear to the respondents and to know the reliability of the instruments. The questionnaires were administered to 70 high school teachers. The pilot testing or tryout session was conducted in four schools, Menelik Secondary School, Cathedral, Hill Side and One Planet School.

The participants were informed about the objective of the study to respond sincerely. The job satisfaction instrument, the TJSQ, the 66- item instrument took about 15 minutes to complete. Likert-scale items were ranked from one to five. Teachers marked their response for each statements ranging from strongly agree to strongly disagree. After the pilot test, each instrument was carefully analyzed to know the reliability of the items. Almost all the participants responded to each and every questionnaire.

The researcher had to administer the questionnaire to two experts (raters) to identify some items from the questionnaire that was poorly worded or hard to understand. As a result, nine items that didn't have clarity were deleted for the final data collection.

The reliability of the pilot study was computed for the total and each of the nine factors according to the formula suggestion by Cronbach alpha (Cohen et al. 2007, p. 506). The scales (nine of them) found to be reliable with a-coefficients of 0.78 for the items related to questionnaire for teachers.

Table 1 Item Analysis for Pilot Test

| Subscale Name | No. of items in the original subscale | Pilot Cronbach in this study | No. of items used in this final study | Final Cronbach in this study |
|-------------------|---------------------------------------|------------------------------|---------------------------------------|------------------------------|
| Supervision | 14 | 0.881 | 13 | 0.823 |
| Advancement | 5 | 0.565 | 5 | 0.650 |
| Responsibility | 8 | 0.691 | 8 | 0.606 |
| Recognition | 3 | 0.341 | 2 | 0.691 |
| Colleague | 10 | 0.463 | 7 | 0.678 |
| Pay | 7 | 0.303 | 6 | 0.574 |
| Security | 3 | 0.198 | 3 | 0.558 |
| Work itself | 9 | 0.670 | 7 | 0.711 |
| Working condition | 7 | 0.437 | 6 | 0.689 |

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter deals with data analysis and interpretation. It presents the analysis of data starting with characteristics and background of sample population involved in the study.

4.1. Characteristics and Background of Respondents

The characteristics and background of respondents were examined in terms of level of job satisfaction both in private and government schools, gender and years of experience. The respondents were from 12 secondary school teachers, both government and private schools in Addis Ababa, Ethiopia.

As to the gender of the teachers, 85.8% (176) of the secondary teachers as shown in table 2 are male. Only 14.2 % (29) are female. According to table 2, female teachers found in secondary schools prefer to teach in government schools than private ones. This shows that there are great imbalances between male and female respondent of teachers.

Table 2 Distribution of teachers in government and private schools

| No. | Sex | School type | | Total No. | Percent |
|-----|--------|----------------|---------------|-----------|---------|
| | | Private | Government | | |
| 1 | Female | 7 | 22 | 29 | 14.2 |
| 2 | Male | 100 | 76 | 176 | 85.8 |
| | Total | 107 (52.2%) | 98 (47.8%) | 205 | 100.0 |

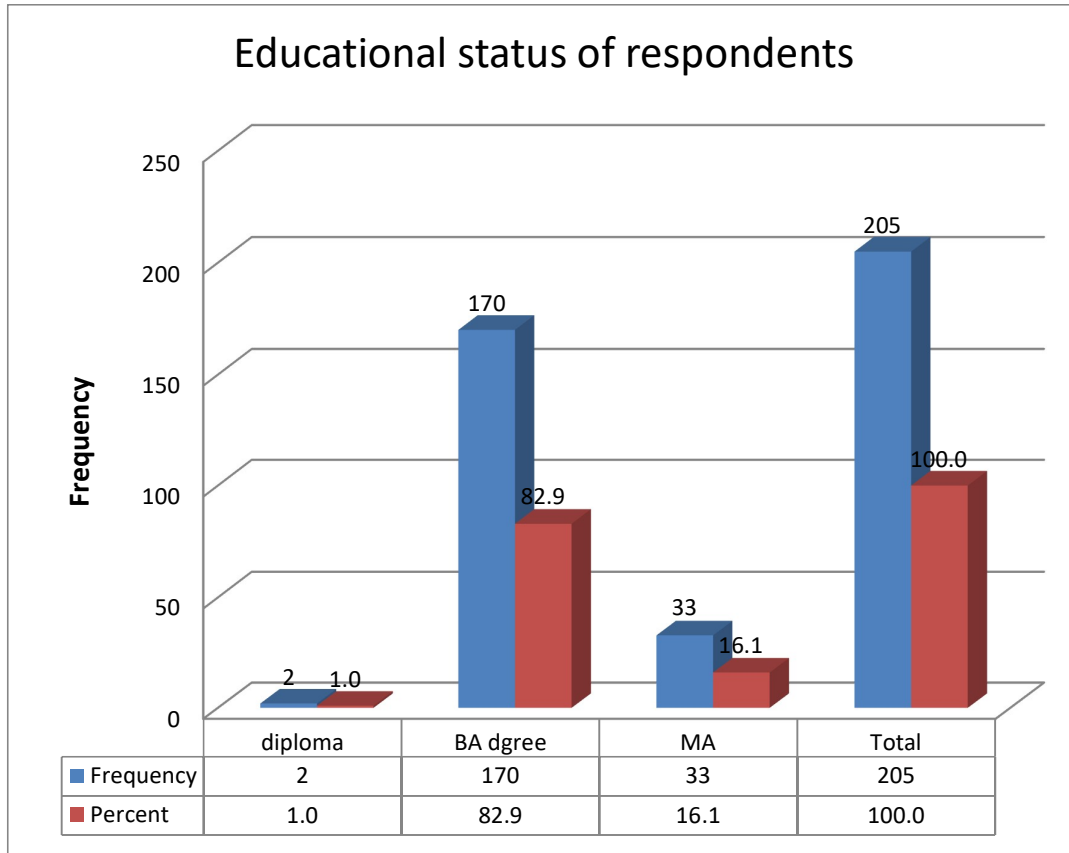
As shown in table 2, the majority of high school teachers 107 (52.2%) are teaching in private schools. Female teachers tend to teach in government schools. Out of 29 female teachers, almost 22 of them are in government school, only 7 of them are teaching in private schools.

Table 3 Teachers' year of experiences

| No | Service year | Frequency | Percent |
|----|-------------------|-----------|---------|
| 1 | 5 years and below | 51 | 24.9 |
| 2 | 6-10 years | 94 | 45.9 |
| 3 | 11-20 years | 46 | 22.4 |
| 4 | 21-30 years | 10 | 4.9 |
| 5 | 31 and above | 4 | 2.0 |
| | Total | 205 | 100.0 |

Regarding the year experience of teachers, as indicated in table 3, a significant number of teacher respondents 94 (45.9%) have 6-10 years of experience, while 51(24.9%) and 46 (22.4%) of respondents had below5 years of experience and 11- 20 years of experience respectively. This clearly shows that the majority of the sample of secondary school teachers has the experience of 6 to 10 years.

Figure 2. Graph showing educational status of respondents by percentage



The educational status of respondents, as can be seen from figure 2 above, significant number of teacher respondents 170 (82.9%) are BA degree holders, while 33(16.1%) and 2(1.0%) of respondents had MA, and Diploma degrees respectively.

This shows that the majority of high school teachers are BA holders, while some like 16% are MA. Diploma holders are very few. Teachers should educate themselves to their utmost level. They have to know the subject matter and educate themselves to the utmost level. When teachers know the subject very well, the benefit is for all and the coming generation will be interested and inspired.

4.2 Job Satisfaction

This data is organized according to the factors of the Lester’s Teachers Job Satisfaction Questionnaire (TJSQ) consistent with the theoretical framework of this study. 205 teacher respondents from 12 private and secondary schools have participated in the collection of the data. Based on the collected data, the factors will be interpreted and discussed briefly in comparison with the demographic characteristics.

Regarding the year of experience the researcher divides into two categories, below and above 9 years. The median value for the year experience is found to be 9.

Fig.3 Bar graph showing median of years of experience

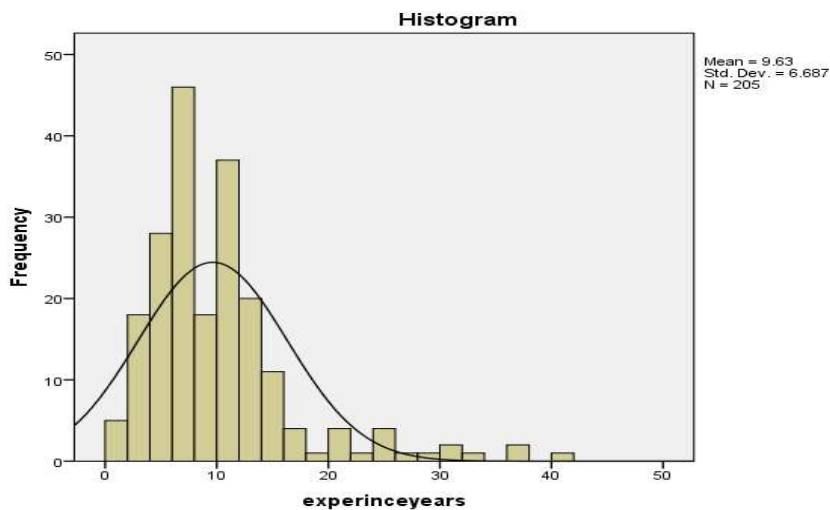


Table 4 Comparison of supervision factor against demographic characteristics

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2-tailed) |
|-------------|---------------|--------|-----------|---------------|------------------------|
| Supervision | Male | 2.72 | 102.70 | 2499.00 | 0.858 |
| | Female | 2.81 | 104.83 | | |
| | 1 -9 years | 2.63 | 94.89 | 4242.50 | 0.027 |
| | Above 9 years | 2.81 | 113.37 | | |
| | Private | 2.54 | 89.61 | 3810.50 | 0.001 |
| | Government | 2.81 | 117.62 | | |

There is no statistically significant difference on the extent of supervision received by male and female teachers from their immediate supervisors ($U=2499.00$, $p=0.858$). Even though the median value of female is greater (2.81) than male teachers (2.72), the P value indicate that there is no statistically significant difference in supervision factor.

Concerning the extent of supervision against years of experience, the Mann-Whitney U test indicated the existence of a statistically significant difference between those teachers having below and above 9 years of experience, those who have above 9 years of experience have reported that they received better supervision from their supervisors ($U=4242.50$, $p=0.027$).

Those teachers from government schools have reported the existence of a relatively better supervision than those teachers from the private schools, and the difference is statistically significant ($U=3810.50$, $p=0.001$).

Table 5 Comparison of colleague factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2-tailed) |
|-----------|------------------|--------|-----------|------------------|---------------------------|
| Colleague | Male | 2.28 | 105.68 | 2080.00 | 0.109 |
| | Female | 2.00 | 86.72 | | |
| | 1 -9 years | 2.28 | 104,01 | 5059.00 | 0.782 |
| | Above 9 years | 2.14 | 101,71 | | |
| | Private | 2.14 | 96.91 | 4591.50 | 0.123 |
| | Government | 2.28 | 109.65 | | |

As illustrated in table 5, there is no statistically significant difference in colleague factor by male and female teachers ($U=2080.00$, $p=0.109$). Even though the median value of male is greater (2.28) than female teachers (2.00), the P value indicate that there is no difference in colleague factor.

Regarding the years of experience, the Mann-Whitney U test indicated that there is no statistically significant difference between those teachers having below and above 9 years of experience ($U=5059.50$, $p=0.782$). Those teachers from government schools did not report the existence of difference in colleague factor ($U=4591$, $p=0.123$).

Table 6 Comparison of advancement factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2-tailed) |
|-------------|------------------|--------|-----------|------------------|---------------------------|
| Advancement | Male | 2.40 | 100.02 | 2027.00 | 0.075 |
| | Female | 2.80 | 121.10 | | |
| | 1 -9 years | 2.40 | 99.62 | 4786.00 | 0.354 |
| | Above 9 years | 2.40 | 107.32 | | |
| | Private | 2.40 | 97.57 | 4661.50 | 0.169 |
| | Government | 2.60 | 108.93 | | |

When we compare advancement factor against the demographic characteristics of teachers, table 6 illustrates that there is no statistically significant difference in advancement factor between male and female teachers ($U=2027.56$, $p=0.075$). Regarding the year of experience, the Mann-Whitney U test does not indicate the existence of a statistically significant difference between those teachers having below and above 9 years of experience, ($U=4786.00$, $p=0.354$). The same is true for those teachers from government and private schools. There is no statistically significant difference ($U=4661.50$, $p=0.169$).

Table 7 Comparison of pay factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2- tailed) |
|----------|------------------|--------|-----------|------------------|-------------------------------|
| Pay | Male | 3.75 | 104.72 | 2248.50 | 0.303 |
| | Female | 3.66 | 92.53 | | |
| | 1 -9 years | 3.66 | 94.50 | 4198.00 | 0.020 |
| | Above 9 years | 3.83 | 113.86 | | |
| | Private | 3.83 | 104.90 | 5039.50 | 0.630 |
| | Government | 3.66 | 100.92 | | |

There is no statistically significant difference on pay factor between male and female teacher respondents ($U=2248.50$, $p=0.303$). Concerning the years of experience, the Mann-Whitney U test indicated the existence of a statistically significant difference between those teachers having below and above 9 years of experience; those who have above 9 years of experience have reported they get more than the less experienced teachers ($U=4198.00$, $p=0.020$). There is no statistically difference in pay factor between government and private schools.

Table 8 Comparison of recognition factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2-tailed) |
|-------------|---------------|--------|-----------|------------------|---------------------------|
| Recognition | Male | 2.60 | 103.14 | 2527.00 | 0.932 |
| | Female | 2.66 | 102.14 | | |
| | 1 -9 years | 2.66 | 100.16 | 4848.00 | 0.434 |
| | Above 9 years | 2.66 | 106.43 | | |
| | Private | 2.66 | 95.43 | 4432.50 | 0.054 |
| | Government | 2.66 | 111.27 | | |

When we compare recognition factor against the demographic characteristics of teacher, there is no significant difference in relation to female and male teachers regarding recognition factor. The Mann-Whiney test indicated that there is no statistically significant difference in recognition received in relation to it. ($U=2527.00$, $p=0.932$). Regarding the year of experience, the Mann-Whitney U test does not show the existence of statistically significant difference between those teachers having below and above 9 years of experience ($U=4848.00$, $p=0.0434$). Those teachers from government schools did not report the existence of a relatively better recognition than those teachers from the private ones ($U=4432.50$, $p=0.054$).

Table 9 Comparison of responsibility factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2- tailed) |
|----------------|--------------|--------|-----------|------------------|-------------------------------|
| Responsibility | Male | 2.00 | 102.67 | 2494.00 | 0.844 |
| | Female | 2.14 | 105.00 | | |
| | 1 -9 years | 2.00 | 100.32 | 4866.50 | 0.462 |
| | Above 9 year | 2.14 | 100.43 | | |
| | Private | 2.00 | 88.04 | 3642.50 | 0.000 |
| | Government | 2.28 | 119.33 | | |

Table 9 indicates the comparison of responsibility in relation to three demographic characteristics of teachers. There is no statistically significant difference on recognition factor

by being male or female teachers ($U=2494.00$, $p=0.844$). The Mann-Whitney U test indicated that for the years of experience there is also no statistically significant difference between those teachers having below and above 9 years of experience. Those teachers from government schools have reported the existence of better recognition than those teachers from the private schools, and the difference is statistically significant ($U=3642.50$, $p=0.000$).

Table 10 Comparison of security factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2-tailed) |
|----------|-------------|--------|-----------|------------------|---------------------------|
| Security | Male | 3.00 | 100.41 | 2096.50 | 0.120 |
| | Female | 3.33 | 118.71 | | |
| | 1 -9 years | 3.00 | 101.35 | 4985.50 | 0.650 |
| | Above years | 3.00 | 105.11 | | |
| | Private | 3.00 | 102.03 | 5139.00 | 0.805 |
| | Government | 3.00 | 104.06 | | |

When we compare the security factor with those of demographic characteristics, there is no statistically significant difference between male and female teachers ($U=2096.50$, $p=0.120$). Concerning the extent of security for years of experience, the Mann-Whitney U test indicated that there is no existence of a statistically significant difference ($U=4995.50$, $p=0.650$). There is also no difference in government and private schools regarding security factor. ($U=5139.50$, $p=0.805$).

It is important to increase teachers' job security. Safety is a foundational step in Maslow's (1954) Hierarchy of Needs. The data implies that security issue in teachers' job

satisfaction is not good. Teachers don't feel security in their job. This will bring great dissatisfaction.

Table 11 Comparison of work itself factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2-tailed) |
|-------------|-------------|--------|-----------|------------------|---------------------------|
| Work Itself | Male | 2.42 | 101.15 | 2226.00 | 0.270 |
| | Female | 3.71 | 114.24 | | |
| | 1 -9 years | 2.57 | 107.90 | 4611.00 | 0.180 |
| | Above years | 2.42 | 96.73 | | |
| | Private | 2.42 | 98.42 | 4753.00 | 0.247 |
| | Government | 2.57 | 108.00 | | |

Table 11 shows that there is no statistically significant difference on the work itself factor by male and female teachers. ($U=2226.00$, $p=0.270$). For the years of experience, the Mann-Whitney U test indicated that there is no statistically significant difference between those teachers having below and above 9 years of experience ($U=4611.00$, $p=0.180$). Even there is no difference among government and private schools ($U=4753.00$, $p=0.247$).

Table 12 Comparison of working condition factor against the demographic characteristics of teachers

| Variable | Categories | Median | Mean Rank | Mann Whiney U | Asymp. Sig. (2- tailed) |
|-------------------|----------------|--------|-----------|------------------|-------------------------------|
| Working condition | Male | 2.66 | 97.91 | 1656.00 | 0.002 |
| | Female | 3.00 | 133.88 | | |
| | 1 -9 years | 2.66 | 100.15 | 4847.50 | 0.435 |
| | Above years | 2.66 | 106.64 | | |
| | Private | 2.50 | 92.80 | 4151.50 | 0.010 |
| | Government | 2.66 | 114.14 | | |

There is statistically significant difference on the working conditions by male and female teachers. Female teachers like their working condition more than men teachers. (U=1656.00, p=0.002). Concerning the years of experience, the Mann-Whitney U test indicated that there is no statistically significant difference between those teachers having below and above 9 years of experience, (U=4847.50, p=0.435). Those teachers from government schools have reported the existence of a relatively better working condition than those teachers from the private schools, and the difference is statistically significant (U=4151.50, p=0.010).

CHAPTER 5

DISCUSSION

This section provides the discussion of the results based on the data in order to answer the three research questions. The data collected was examined, compiled and analyzed in order to address the research question. SPSS version 20 was used to analyze the quantitative data. The three research questions for this study had quantitative component. The research questions are: what is the level of teacher's job satisfaction in relation to school type? Is gender related to teacher's job satisfaction? Does year of experience affect teacher's job satisfaction as measured by TJSQ (Lester, 1987)?

The discussion part is organized according to the factors of TJSQ consistent with the theoretical framework of this study. These factors are supervision, colleagues, working conditions, pay, and responsibility, work itself, advancement, security, and recognition.

5.1 Job Satisfaction in Relation to School Type

This research question sought to examine the level of teachers' job satisfaction from the dimension of school physical working environment or working condition (physiological need), in relation to nine factors of TJSQ, namely supervision, advancement, colleagues, responsibility, pay, recognition, working condition, work itself and security. The result is supported with Maslow (1954) and Herzberg (1959) theory.

The data is collected from two types of schools, government and private. The government school is maintained at public expense (income collected from community members) for the education of the children of community that contributes free education both

for elementary and secondary schools. The private ones are owned by individuals and its income generating.

School type is one of the determinant factors for teachers' job satisfaction. Supervision, responsibility and working condition has statistically significant difference in school type. As from the sample study, government high schools are more satisfied in the above three factors.

Supervision is one of the factors indicating statistically significant difference. It is the command provided by the administrator. Its interpersonal relationship the teacher has with the supervisors. From the findings, p value (0.001) indicates that it has statistically significant difference. Government school teachers have relatively better supervision than that of the private one. It is clear that school type has impact on teachers' job satisfaction (Booklover & Lezotte, 1979). Another factor that contributes to effective work or job satisfaction is high pressure system; stress can also decrease job satisfaction and their performance as well (Ostroff, 1992). Supervision is an important factor for increasing or decreasing job satisfaction.

Government teachers are more satisfied with supervision factor than the private ones. The reason could be, there is no stress or high pressure system on teachers from the administration part. This can be improved through cooperative relationship between the management and the teachers.

The other factor is that teachers might be distracted from extra workload given by the supervisors. School administration and school policy are the ones that could bring dissatisfaction (Herzberg, 1959). In private schools, execution of school policy is a little bit hard than the government schools.

Working conditions and responsibility factors also showed significance. We can clearly see from the findings that p value for the working condition factor is 0.000 and 0.010 respectively. It is below the given p value that is 0.05. There is statistically significant difference between government and private schools. As shown in table 4 government school teachers are more satisfied regarding responsibility and working conditions. The mean rank for government school is 119.33 the 88.04 for the private one.

Teachers' job satisfaction and empowerment has direct relationship with the working environment. Working condition includes the number of hours worked weekly, class size, poor resources and the like (Maslow, 1954). Government schools have created good working condition environment than the private ones especially in the number of hours worked weekly.

Teachers reported that the higher level of involvement in the decision making, school policy and administration will have positive effect for their level of satisfaction.

5.2 Gender in Relation to Job Satisfaction

Regarding gender in relation to teachers' job satisfaction, the collected data revealed that female teachers are satisfied only on working conditions. Working conditions have been important factor to influence teacher job satisfaction.

Even though female median is greater (2.71) than male (2.56), p value 0.270 indicates that there is no significant difference between male and female teachers regarding work itself. Regarding working conditions whose p value is less than 0.05 that is, 0.002, it has statistically significant difference in teachers' job satisfaction. Female teachers are more satisfied in the working condition factor than the male ones.

The previous research findings indicate that female and male teachers differed significantly in their job satisfaction (Ma & MacMillan, 2001). These findings are in consistent with the previous findings regarding working condition. As shown in table 5, working condition for female teachers is more conducive than the male ones.

Female teachers valued the opportunity to work hard (Schwab, 1986). Women differ from men in terms of importance of ranks. Men ranks security followed by advancement, whereas women rank type of work first followed by working conditions (Neustadt, 1986). Female teachers are more concerned on their working conditions.

Herzberg et al (1959) defined work itself as the daily task and routines of the workers. In the literature review, a study by Koustelios (2001) found that women teachers are more satisfied with their working conditions than the men, because women employees tend to consider the working conditions to be more favorable than the men do because of their social aspiration, social acceptability, job responsibilities, experiences of challenges and career development.

As shown in table 2, secondary school female teachers are only 29 out of 205 teachers' respondents. This clearly shows that female teachers are not participated to teach at that level. The assumption could also be that female teachers' tendency is to be at the primary levels.

5.3 Work Experience in Relation to Job Satisfaction

The third research question is trying to investigate whether year of experience affect teachers job satisfaction or not. One of the factors that can bring dissatisfaction among teachers is year of experience. Some research showed that younger teachers leave their jobs because of low job satisfaction which leads to shortage of teacher (Greenberg, 1997). On the

other hand with the increase year of experience, teachers are more dissatisfied with their work load (Gibson & Klein, 1970)

Regarding the year of experience the researcher divides into two categories, below and above 9 years. The median value for the year experience is found to be 9.

The study findings revealed that there is significant difference between teachers with experience above 9 year of experience with supervision and pay factor. Their P value is 0.046 and 0.044 respectively. It shows that those teachers having 9 years and above are satisfied with their jobs in relation to supervision and pay factor. Experienced teachers are well paid and comfortable with the supervision factor. This means the state of job satisfaction in general is the same for both group except for supervision and pay factor.

As to the previous research studies, with increased teaching experience, decreased satisfaction (Gibson & Klein, 1970) and with less teaching experience, lower satisfaction. In both case there is dissatisfaction among teachers. The findings of this research are not consistent with the previous studies saying decreased satisfaction with increased teaching experience.

Maslow's hierarchy of human needs theory (1970) indicates that lower level of needs will bring dissatisfaction. In order to get good education, teachers need should be fulfilled. Level of satisfaction is expected when the individual needs and desires are met with the extent to which it is perceived by others.

School administrators should make deliberate efforts to provide extra support to retain young and well trained teachers. The community members should also recognize and respect teaching as a noble profession.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 SUMMARY

The purpose of this study is to examine and find out whether teachers' job satisfaction has relations to gender, years of experience and level of satisfaction in school type in secondary schools of Addis Ababa Ethiopia.

The study employed quantitative method and gathered data from 205 teacher respondents from 12 secondary schools. The quantitative data came from TJSQ assessment of teachers' job satisfaction (Lester, 1987). Descriptive statistical method is used in analyzing the data.

The most important findings of this study in relation to the three research questions are as follows. In the first research question, the level of teachers' job satisfaction in relation to school type, the result indicates that government school teachers are found to be more satisfied in supervision, responsibility and working condition aspect. The second research question result revealed that female teachers are found to be satisfied in the working condition than male teachers. In the third research question, the study revealed that those experienced teachers having more than 9 years of experience are relatively satisfied with the amount they get (pay benefit) and with the supervision factor.

6.2 CONCLUSION

The importance of teachers' job satisfaction is inevitable. Teachers are found to be least satisfied in most circumstances. According to Maslow's human need theory (1970), there are 5 stages of needs, physiological, safety needs, belongingness and love needs, esteem needs and self-actualization. This framework plays a critical role in examining and evaluating teachers' job satisfaction based on met and unmet needs. Due to these needs, teachers became extremely demanding and unpredictable. There should be the ability to identify teachers' strength and respect their rights. Baker (2007) clearly indicates that teachers' commitment decreases when administrative support is inadequate.

The study revealed that teachers expressed dissatisfaction with administrative support practices prevailing in the schools. Extrinsic factors like working conditions and interpersonal relationships are the most important source of satisfaction for teachers in secondary schools in Addis Ababa.

However, statistically significant differences in the job satisfaction of the participant teachers were observed teaching experience. Older and younger teachers had different views of what influences their job satisfaction. Those that have more than 9 years of experience were more satisfied with their jobs than the younger teacher respondents. Similarly, the most experienced teachers were more satisfied than the other less experienced groups.

The study showed that gender and educational qualifications has some statistically significant impact on the job satisfaction of the working condition factor. Teachers with different gender had similar views on most of the factors that influenced their job satisfaction.

6.3 RECOMMENDATIONS

Based on the conclusions of this study, the recommendations for improving the job satisfaction of secondary school teachers in Addis Ababa, are as follows:

- A continuous evaluation process, both from the administration and the teachers' side, must be in place.
- Shared vision and mission is very important. School administrators have responsibilities to make deliberate efforts to retain teachers.
- Dissatisfied teachers are ineffective and inefficient. Teachers who have great involvement in the work place have great job satisfaction. Teachers should be involved in the school activities.
- Recognition and interpersonal relationship are important factors for individual identity. Those teachers having good relationship with colleagues are found to be satisfied. Job satisfaction is associated with good interpersonal relationship. School administrators should find ways as to how teachers can have good time together.
- Teachers should participate in the decision making process. This will increase the level of satisfaction and brings great achievement both for the school and education system at large. Teachers should feel the sense of belongingness.
- Teachers should be part of the school system. They should feel the sense of belongingness

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APPENDIX 1

Teachers Job Satisfaction Questionnaire

Part I

Background information

1. Sex Female ___ Male ___
2. Age _____
3. Educational status a) Diploma _____ b) BA _____ c) MA _____ d) PHD _____
 Other, please describe _____
4. Years of experience _____
5. Type of School : Private _____ Government _____ -

Part II

Please read each statement and indicate your opinion by using the rating scale given below by putting “ “in the appropriate box.

| No | Item | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 1. | Teaching provides me with an opportunity to advance professionally. | | | | | |
| 2. | Teaching income is adequate for normal expense. | | | | | |
| | Teaching provides an opportunity to use variety of skills. | | | | | |
| 4. | Insufficient income keeps me from living the way I want to live. | | | | | |
| 5. | No one tells me that I'm a good teacher. | | | | | |
| 6. | I receive recognition from my immediate supervisor. | | | | | |
| 7. | I do not have the freedom to make my own decision. | | | | | |
| 8.. | My immediate supervisor offers suggestions to improve my teaching. | | | | | |

| No | Item | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 9. | Teaching provides for a secure future. | | | | | |
| 10. | I receive full recognition for my successful teaching. | | | | | |
| 11. | I get along well with my colleagues. | | | | | |
| 12. | The administration in my school does not clearly define its policies. | | | | | |
| 13. | My immediate supervisor gives me assistance when I need help. | | | | | |
| 14. | Working conditions in my school are comfortable. | | | | | |
| 15. | Teaching provides me the opportunity to help my student learning. | | | | | |
| 16. | I like the people with whom I work. | | | | | |
| 17. | Teaching provides limited opportunities for advancement. | | | | | |
| 18. | I'm afraid of losing my teaching job. | | | | | |
| 19. | My immediate supervisor does not back me up. | | | | | |
| 20. | Teaching is a very interesting job. | | | | | |
| 21. | Working condition in my school could not be worse. | | | | | |
| 22. | Teaching discourages originality. | | | | | |
| 23. | The administration in my school communicates its policies well. | | | | | |
| 24. | I never feel secure in my teaching job. | | | | | |
| 25. | Teaching does not provide me the chance to develop new methods. | | | | | |
| 26. | My immediate supervisor treats everybody equally. | | | | | |
| 27. | My colleagues stimulate me to do better work. | | | | | |
| 28. | Teaching provides an opportunity for promotion. | | | | | |
| 29. | I'm responsible for planning my daily lessons. | | | | | |

| | | | | | | |
|-----|---|----------------|-------|-----------|----------|----------------|
| 30. | Physical surroundings in my school are unpleasant. | | | | | |
| 31. | I'm well paid in proportion to my ability. | | | | | |
| 32. | I don't have responsibility for my teaching. | | | | | |
| 33. | My colleagues provide me with suggestions or feedback about my teaching | | | | | |
| 34. | My immediate supervisor provides assistance. | | | | | |
| 35. | I don't get cooperation from people I work with. | | | | | |
| No | Item | Strongly agree | Agree | Undecided | Disagree | Strongly disag |
| 36. | Teaching encourages me to be creative. | | | | | |
| 37. | My immediate supervisor is not willing to listen to suggestion. | | | | | |
| 38. | I'm indifferent toward teaching. | | | | | |
| 39. | The work of a teacher is very pleasant. | | | | | |
| 40. | I receive too many meaningless instructions from my supervisor. | | | | | |
| 41. | I dislike the people with whom I work. | | | | | |
| 42. | I receive too little recognition. | | | | | |
| 43. | Teaching provides a good opportunity for advancement. | | | | | |
| 44. | I'm not responsible for my actions. | | | | | |
| 45. | My supervisor makes available the material I need to do my best. | | | | | |
| 46. | I have made lasting friendship among my colleagues. | | | | | |
| 47. | Working conditions in my school are good. | | | | | |
| 48. | My immediate supervisor makes me feel uncomfortable. | | | | | |
| 49. | Teacher income is less than I deserve. | | | | | |
| 50. | I try to be aware of the policies of my school. | | | | | |
| 51. | When I teach a good lesson, my immediate supervisor notices. | | | | | |
| 52. | My immediate supervisor explains what is expected of me. | | | | | |
| 53. | Teaching provides me with financial security. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 54. | My immediate supervisor praises good teacher. | | | | | |
| 55. | I'm not interested in the policies of my school. | | | | | |
| 56. | I get along well with my students. | | | | | |
| 57. | Pay compares with similar jobs in other school is good. | | | | | |

From Lester, P.E. (1987). Development and factor Analysis of the Teachers Job Satisfaction Questionnaire. Educational Phycological Measurement, 47 (1), 223-233.

Appendix 2

Pilot Test for Reliability

Responsibility Factor

| Item-Total Statistics | | | | | | |
|-----------------------|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | Cronbach's Alpha |
| 1 | Teaching provides me the opportunity to help my student learning | 14.40 | 11.809 | .550 | .623 | .691 |
| 2 | My students respect me as a teacher | 14.31 | 13.204 | .192 | .715 | |
| 3 | I'm responsible for planning my daily lessons | 14.67 | 13.296 | .348 | .669 | |
| 4 | I don't have responsibility for my teaching. | 14.73 | 13.418 | .354 | .669 | |
| 5 | I'm not responsible for my actions. | 14.44 | 12.192 | .471 | .641 | |
| 6 | I try to be aware of the policies of my school. | 14.37 | 14.063 | .192 | .700 | |
| 7 | I'm not interested in the policies of my school | 13.76 | 11.172 | .491 | .633 | |
| 8 | I get along well with my students | 14.31 | 12.161 | .521 | .632 | |
| | | | | | | |

Advancement Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | Teaching provides me with an opportunity to advance professionally | 12.26 | 9.933 | .359 | .492 | 0.565 |
| 2 | Teaching provides limited opportunities for advancement | 11.09 | 8.311 | .414 | .450 | |
| 3 | Teaching provides an opportunity for promotion | 11.44 | 9.845 | .373 | .484 | |
| 4 | Teaching provides a good opportunity for advancement | 11.76 | 9.462 | .391 | .471 | |
| 5 | I'm not getting ahead in my present teaching position | 11.34 | 11.069 | .119 | .624 | |

Recognition Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | I receive full recognition for my successful teaching | 5.19 | 3.052 | .244 | .152 | .341 |
| 2 | I receive too little recognition. | 5.07 | 3.575 | .176 | .292 | |
| 3 | No one tells me that I'm a good teacher | 5.26 | 3.005 | .168 | .320 | |

Colleagues Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | I got along well with my colleagues | 22.14 | 13.863 | .257 | .413 | .463 |
| 2 | I like the people with whom I work. | 22.54 | 14.165 | .343 | .400 | |
| 3 | My colleagues stimulate me to do better work | 22.07 | 14.299 | .316 | .407 | |
| 4 | My colleagues are highly critical of one another. | 21.51 | 17.906 | -.284 | .590 | |
| 5 | My colleagues provide me with suggestions or feedback about my teaching | 21.96 | 14.302 | .122 | .461 | |
| 6 | I don't get cooperation from people I work with | 22.07 | 12.009 | .407 | .344 | |
| 7 | I dislike the people with whom I work. | 22.40 | 12.968 | .350 | .377 | |
| 8 | My interests are similar to those of my colleagues. | 21.49 | 14.862 | .071 | .477 | |
| 9 | I have made lasting friendship among my colleagues. | 21.84 | 13.207 | .282 | .400 | |
| 10 | My colleagues seem unreasonable to me | 21.96 | 13.897 | .204 | .430 | |

Pay Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | Teaching income is adequate for normal expense | 20.01 | 13.203 | -.011 | .358 | .303 |
| 2 | I'm well paid in proportion to my ability | 20.00 | 9.333 | .567 | -.026 ^a | |
| 3 | Insufficient income keeps me from living the way I want to live | 19.89 | 11.813 | .108 | .285 | |

| | | | | | |
|---|--|-------|--------|-------|------|
| 4 | Teacher income is barely enough to live in | 21.34 | 14.460 | -.160 | .459 |
| 5 | Teacher income is less than I deserve. | 20.10 | 12.932 | .040 | .323 |
| 6 | Teaching provides me with financial security | 19.81 | 10.124 | .441 | .068 |
| 7 | Pay compares with similar jobs in other school is good | 20.87 | 12.606 | .101 | .287 |

Security Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | Teaching provides for a secure future. | 5.57 | 3.582 | -.002 | .420 | .198 |
| 2 | I'm afraid of losing my teaching job. | 6.34 | 3.678 | .112 | .124 | |
| 3 | I never feel secure in my teaching job. | 5.80 | 3.206 | .230 | -.150 ^a | |

Supervision Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | I receive recognition from my immediate supervisor | 36.49 | 89.761 | .622 | .869 | .881 |
| 2 | My immediate supervisor offers suggestions to improve my teaching | 36.17 | 88.782 | .622 | .869 | |
| 3 | My immediate supervisor gives me assistance when I need help | 36.13 | 84.635 | .769 | .861 | |
| 4 | My immediate supervisor does not back me up | 35.79 | 94.403 | .412 | .879 | |
| 5 | My immediate supervisor treats everybody equally | 35.97 | 87.246 | .654 | .867 | |
| 6 | My immediate supervisor provides assistance. | 35.97 | 88.898 | .564 | .872 | |

| | | | | | |
|----|---|-------|--------|------|------|
| 7 | My immediate supervisor is not willing to listen to suggestion | 36.14 | 91.689 | .512 | .874 |
| 8 | I receive too many meaningless instructions from my supervisor | 36.13 | 94.606 | .336 | .883 |
| 9 | My immediate supervisor turns one teacher against another | 36.14 | 98.965 | .197 | .887 |
| 10 | My supervisor makes available the material I need to do my best | 35.86 | 85.660 | .740 | .863 |
| 11 | My immediate supervisor makes me feel uncomfortable | 35.96 | 91.462 | .536 | .873 |
| 12 | When I teach a good lesson, my immediate supervisor notices | 36.01 | 91.058 | .569 | .872 |
| 13 | My immediate supervisor explains what is expected of me | 36.19 | 90.501 | .583 | .871 |
| 14 | My immediate supervisor praises good teacher | 35.83 | 88.927 | .552 | .873 |

Work Itself Factor

| Item-Total Statistics | | | | | | Cronbach's Alpha |
|-----------------------|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | |
| 1 | I do not have the freedom to make my own decision | 21.13 | 23.186 | .459 | .618 | .670 |
| 2 | Teaching is a very interesting job | 21.90 | 21.801 | .516 | .601 | |
| 3 | Teaching discourages originality | 21.59 | 25.000 | .287 | .657 | |
| 4 | Teaching provides an opportunity to use variety of skills | 22.03 | 23.999 | .402 | .631 | |
| 5 | Teaching does not provide me the chance to develop new methods. | 21.73 | 24.027 | .395 | .633 | |
| 6 | Teaching encourages me to be creative | 21.93 | 23.488 | .482 | .615 | |
| 7 | I'm indifferent toward teaching. | 20.97 | 24.115 | .388 | .634 | |
| 8 | The work of a teacher is very pleasant | 21.67 | 26.485 | .202 | .672 | |

| | | | | | | |
|---|--|-------|--------|-------|------|--|
| 9 | The work of a teacher consist routine activities | 20.31 | 29.088 | -.027 | .711 | |
|---|--|-------|--------|-------|------|--|

Working Condition Factor

| Item-Total Statistics | | | | | | |
|-----------------------|--|----------------------------|--------------------------------|----------------------------------|----------------------------------|------------------|
| No. | Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted | Cronbach's Alpha |
| 1 | The administration in my school does not clearly define its policies | 16.30 | 8.822 | .266 | .361 | .437 |
| 2 | Working conditions in my school are comfortable | 16.87 | 8.461 | .490 | .252 | |
| 3 | Working condition in my school could not be worse. | 16.60 | 9.548 | .265 | .367 | |
| 4 | The administration in my school communicates its policies well | 16.79 | 9.127 | .275 | .358 | |
| 5 | Physical surroundings in my school are unpleasant | 16.30 | 9.083 | .305 | .343 | |
| 6 | Working conditions in my school are good | 17.01 | 9.145 | .439 | .296 | |
| 7 | Working condition in my school can be improved | 15.59 | 14.536 | -.432 | .655 | |

DECLARATION

I declare that “Job Satisfaction of High School Teachers in selected Addis Ababa Schools” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Elleni Ketsela

Date