



**Global Scientific** JOURNALS

GSJ: Volume 9, Issue 4, April 2021, Online: ISSN 2320-9186

[www.globalscientificjournal.com](http://www.globalscientificjournal.com)

**ASSESSING FACTORS AFFECTING TEACHERS' JOB SATISFACTION: THE  
CASE OF ADDIS KETEMA PREPARATORY SCHOOL**

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AUGUST, 2019

ADDIS ABABA, ETHIOPIA

## ACKNOWLEDGMENT

First we would like to express my heartfelt thanks to our almighty God he was with us from the beginning of our thesis. Second we would like to express my heartfelt thanks to our Advisor, Teferi Mekonnen (PhD), for his continuous support, friendly approach and invaluable comments. He spent his precious time in commenting our work and showing us the right directions that he found very important for the accomplishment of our thesis.

We also would like to thank the staffs of Addis Ketema preparatory School teachers and others who are willing for the focus group discussion and other data related issues. Moreover, we would like to express my gratitude to Addis Ababa University College of educational and behavioral science, and librarians. Besides, we like to thank my families specially my beloved sister Meseret Sine for her unconditional support.

### Acronyms

<b>CPD</b>	Continuous Professional Development
<b>EFA</b>	Education for All
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>FGD</b>	Focus Group Discussion
<b>MA/MSC</b>	Master of Art/ Master of Science
<b>MOE</b>	Minister of Education
<b>OECD</b>	organization for Economic and Community Development
<b>OPRAS</b>	Open Appraisal System
<b>SPSS</b>	Statistical Package for Social Science
<b>TVET</b>	Technical Vocational and Educational Training

## Table of Contents

Contents	page
ACKNOWLEDGMENT.....	I
Acronyms.....	I
Table of Contents.....	II
Lists of tables.....	iii
ABSTRACT.....	5
UNIT ONE.....	6
INTRODUCTION.....	6
1.1. Background of the Study.....	6
1.2 Statement of the Problem.....	9
1.3 Research Questions.....	11
1.4. Objectives of the Study.....	11
1.4.1 General Objective.....	11
1.4.2 Specific Objectives.....	11
1.5 Significance of the Study.....	11
1.6 Scope of the Study.....	11
1.7 Limitations of the Study.....	12
1.8 Organization of the Study.....	12
CHAPTER TWO.....	12
REVIEW OF RELATED LITERATURE.....	12
Introduction.....	12
2.1 Concepts of Job Satisfaction and Teachers' Job Satisfaction.....	13
2.2 Factors Influencing Job Satisfaction.....	14
2.2 Salary.....	16
2.3 Fringe Benefits.....	17
2.4 Administrative Support.....	18
2.5 School Management and Leadership Style.....	19

2.6 Workload.....	20
2.7 Interpersonal Relationships.....	21
2.8 Responsibility .....	21
2.9 Recognition.....	22
2.10 Advancement and Promotion.....	23
2.11 Demographic Variables and Job Satisfaction .....	23
2.12 Teachers’ Job Satisfaction in Ethiopia.....	24
CHAPTER THREE .....	25
RESEARCH METHODOLOGY AND DESIGN .....	25
3.1 Research Methodology .....	25
3.2 Description and Rationales of Study Area.....	25
3.3 Research Design.....	26
3.4 Target Population.....	26
3.5 Sampling Procedure.....	26
3.6 Sources of Data.....	27
3.7 Data Collection Tools .....	27
3.7.1. Focus Group Discussions (FGD).....	28
3.7.2 Questionnaire .....	28
3.7.3. Document Analysis:.....	30
3.8. Data Analysis .....	30
CHAPTER FOUR.....	31
DATA PRESENTATION, ANALYSIS, AND INTERPRETATION .....	31
4.1 Characteristics of Respondents .....	31
4.2 Levels of Teachers Job Satisfaction.....	34
4.3 Assessing Factors Associated with Teachers Low Level of Job Satisfaction at the Study Area.....	35
4.3.2 External Factors Associated with Teachers Low Level of Job Satisfaction at the Study Area.....	54

Table 14 an Inter-Correlation Matrix between Teachers Job Satisfaction and Their Salaries .....55

CHAPTER FIVE .....59

SUMMARY, CONCLUSION AND RECOMMENDATIONS.....59

5.1. Summary of the Findings.....59

5.2 Conclusion .....62

5.3 Recommendations.....62

References.....63

Appendices.....71

Appendices 1: Guide Line Questions for teachers.....71

Part 1: Demographic Characteristics of Respondents.....72

Appendix 2.....76

**Lists of tables**

Table 1: Demographic Characteristics of Respondents .....31

Table 2 Age of the Respondents .....32

Table 3 the Respondents Year of Job Experience .....32

Table 4 the Respondents Career Level .....33

Table 5 the Respondents Academic Qualification.....33

Table 6 Teachers' Level of Job Satisfaction.....34

Table7 an Inter-correlation Matrix between Teachers Low Level of Job Satisfaction and (Age, Experience Year, Career Structure, Academic Qualification).....

Table 8 Comparisons of Beginner Teachers' Salary between General and Preparatory, TVET, and Higher Education Teachers .....40

Table 9 an Inter-correlation Matrix between Teachers Low level of Job Satisfaction and Supervision .....42

Table 10 an Inter-Correlation between Teachers Job Satisfaction and Recognition.....44

Table 11 an Inter-Correlation between Teachers Low-Level Job Satisfaction and Promotion .....46

Table 12 an Inter-Correlation between Teachers Job Satisfaction and Interpersonal Relationships.....48

Table 13 an Inter-Correlation between Teachers Job Satisfaction and Working Condition/Environment.....51

Table 14 an Inter-Correlation Matrix between Teachers Job Satisfaction and Their Salaries55



## ABSTRACT

*Teachers play an important role in developing the knowledge and skills of the youth. Hence, it was assessing factors affecting teachers' job satisfaction at the Addis Ketema Preparatory School. To accomplish this purpose, the study employed both descriptive and correlated research design to explore detailed information about the teachers' low level of job satisfaction. At the study area there were 114 teachers. From this total number, 84 teachers were drawn for questionnaire by using Yeman's (1967) formula, and 8 teachers have participated in the FGD. Questionnaire and FGD were the main instruments as of primary data collection, and documents analysis as secondary sources. To generate information at the assessment of teachers' job dissatisfaction in the study area, the researchers had used both closed and open-ended questionnaires. The Questionnaires were analyzed by using descriptive and Pearson product correlation coefficient (SPSS version 22). As the findings of this study revealed that Addis Ketema Preparatory school teachers have lower level of job satisfaction. The statistically significant correlating factors for this lower level of job satisfaction are categorized in to demographic characteristics, internal and external factors affecting teachers' job satisfaction. The demographic characteristics are increments of teachers' year of experience and their Academic qualification. The internal correlating factors are lack of good interpersonal relationships, and working condition/environment related factors like Provision of housing by government and the school surrounding environment. Finally, the external associating factor was inadequacy of salary to measure of competency, to cover their basic needs, fringe benefits, their academic qualifications, to cover their medical scheme, compatible with their workload, and their work experience. Based on the findings of this study, the researchers forwarded the following general recommendation. The all concerned academic stakeholders (school principals, Addis Ketema sub-city education offices, and Addis Ababa City administration education bureau should identify and solve the teachers' internal and external problems.*

## UNIT ONE

### INTRODUCTION

This part of the paper presents an introduction to the study, which includes: Background of the study, statement of the problem, the basic research questions that govern the study, the intended objectives, significance of the study in an educational context, scope of the study, limitations, and operational definition of terms

#### 1.1. Background of the Study

Job satisfaction has been an issue of concern for many researchers in the past, mainly because of its connection with important organizational phenomena, such as turnover, absenteeism and organizational effectiveness (Viseu & et al, 2016). Between the years, 1927 and 1932 Pr. Mayo of Harvard Business School investigated the relationship between productivity and job itself (Ibid). Although numerous definitions have been given to job satisfaction, there is no consensus on how job satisfaction should be defined. The claim that a different meaning should be given to job satisfaction, depending on the research subject, seems reasonable (Turner,2007). Aziri (2011) refers to overall job satisfaction as a term encompassing all those things a person expects to get from his/her job and all those things he/she receives (Evans, 1998).

Job satisfaction is believed to be an inside reaction against the concept of working conditions. It has also been claimed that job satisfaction is the overall evaluation somebody receives from his/her working environment. This overall evaluation has been connected with high levels of motivation and productivity (Abdullah &et al, 2009). It is related to the norms, values, and expectations of a person (Alamelu& et al, 2012). Furthermore, Alhazmi (2002) and Aziri(2011) defined job satisfaction as a measure to check whether a person is satisfied or not with his/her job. Bogler (2001) defines job satisfaction using teachers' perceptions of occupational prestige, self-esteem, autonomy at work and professional self-development.

Job satisfaction is all about how one feels about (or towards) one's job. An employee who expresses satisfaction is said to have a positive attitude towards the job, unlike a dissatisfied employee who has a negative attitude towards the job (Crossman, 2006). A person having a negative attitude shows a personality disposition that is inclined to experience nervousness, tension, worry, upset and distress, whereas those with a positive attitude will feel happy with themselves, others, and with their work (Baker,2007).



School teachers are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's well-being (Christopher, 2012). Job satisfaction of teachers is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization (Davis & et al, 2000). Teachers would perform to maximum capacity, only if they are satisfied with their jobs. Therefore, job satisfaction is an important phenomenon in every sector, especially in the teaching profession.

Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Mghana, 2013). This implies that motivated and satisfied secondary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction (Mengistu, 2012).

According to Mertler (2002), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment, and futility (Mishra, 2013). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed.

Papanastasiou, E. & Zembylas, M. (2006) argued that the teachers are losing their confidence in the profession, and are suffering from diminished job satisfaction which, in turn, causes decreased commitment. This situation does not only affect the quality of teaching and learning, but even the adequacy of teacher supply, and therefore the quality of education in the long run. Additionally, Mertler (2002:44) indicated the existence of satisfaction and motivation problems in the teaching profession. Evidence of low levels of job satisfaction and poorly motivated teachers is offered by Saari, L. M., and Judge, T. A. (2004), who maintains that in Sub Saharan Africa and Asia, large proportions of school teachers indicate low levels of job satisfaction, and are poorly motivated. It is easy to assume that the students of these teachers

are, therefore, not being taught properly, and are not receiving quality, or even acceptable education.

Historically teaching was considered as one of the most prestigious professions in Ethiopia. However, teaching seems to have lost its status. Currently, it is one of the professions given the lowest regard in Ethiopia (OECD, 2014). Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by their education (OECD, 2014).

It is possible that many of the Ethiopian teachers are not capable of performing well. The forces, according to Salehi, H., Taghavi, E., & Yunus, M. M. (2015), that result in the 'de-professionalization' of teachers include a prolonged economic and social crises, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living conditions of the teachers (Ayele, 2014).

As stated in the Education and Training Policy (Ministry of Education [MOE], 1994), one of the objectives in Ethiopia was "...to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude". Yet, despite the pivotal nature of the teachers' role and the objective stated in the Policy, there is a tendency on the part of the policy-makers to avoid teachers in the decision-making and to neglect their needs when considering new policy directions. Furthermore, oftentimes attempts are made to understand the underlying causes of poor teacher motivation, the poor quality of education, and high levels of occupational dissatisfaction. Rather, government officials and education leaders, in their reports and through the media, put pressure on teachers for better student academic achievement and to enhance quality, but fail to identify and address the factors that cause the teachers' job dissatisfaction.

According to Addis Ketema preparatory school's reports (2018), the school is one of the oldest schools in Ethiopia. This school is located at Woreda 7, Addis Ketema sub-city, Addis Ababa city administration. The former name of Addis Ketema preparatory school was Prince Mekonen Haile Selassie Secondary School. At the school, 4 school principals were graduated in the master of school leadership, different department heads, unit leaders, and coordinators. There are also 114 teachers with diploma, first and second degree. Owing to these, this study is going to offer to assess factors affecting the teachers' job satisfaction at the school.

## 1.2 Statement of the Problem

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high-quality education system depends on high-quality teachers Jyoti & Sharma, (2006). High teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

Related to this, Aziri, B. (2011), defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His job goes beyond teaching into molding young lives, guiding youth, motivating students and general character training. A teacher can be viewed as one whose profession includes teaching, instructing, imparting knowledge and innovations, and guiding learners to pass through the learning process. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills.

Satisfaction with the teaching component has important consequences. It means that the teachers are happy, devoted and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). Teachers', like other employees, have a moral obligation for the overall development of their country. On the way of doing that, they want to be professionally effective and satisfied with their job. As indicated by Dingeta (2013), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in the class, and hence they have a significant impact on student achievement Ellickson, M. C., & Logsdon, K. (2002).

There were different studies which were previously studied by different researchers on the related topic in Ethiopia. These were Ayele D. (2014) "Teachers' Job Satisfaction and Commitment in general secondary schools of Hadiya Zone, in southern nation nationality and people of the regional state". Another empirical study carried out by Mengistu, G. K. (2012) on the title of "Job satisfaction of secondary school teachers in Ethiopia (Doctoral dissertation)". Furthermore, Dingeta, M. G. (2013). "Job Satisfaction and Organizational Commitment of Teacher Educators: The Case of Arbaminch College of Teacher Education (AMCTE). Getahun, T, Tefera, B. F., & Burichew, A. H. (2016). "Teacher's Job Satisfaction and Its Relationship with Organizational Commitment in Ethiopian Primary Schools: Focus on Primary Schools of Bonga Town. Tuli, F.& Tynjala, P. (2015). Professional learning of

teachers in Ethiopia: Challenges and implications for reform. Elleni Ketsela (2017) “Job Satisfaction of Teachers in Some Selected Secondary Schools of Addis Ababa”

However, none of the studies mentioned above conducted a study on the assessment of associating factors for teachers’ low level of job satisfaction at the Addis Ketema preparatory school. Moreover, the problems with most studies that were conducted by the above researchers were that they had focused on the quantitative aspects of the problem but this thesis will focus on minimum quantitative and more qualitative approaches. Even in cases where these studies conducted, they tend to be done in quite different socio-cultural contexts that are a different geographic area, in contrast to the context of this study area. Furthermore, in spite of the existence of some studies on the assessment of teachers’ job satisfaction at the secondary schools, they Professional learning of teachers in Ethiopia: Challenges and implications for reform, college, university, regional, zonal and national educational institutions with Bird’s eye view. This research, however, is significant in terms of filling an existing knowledge gap about the assessment of teachers’ job satisfaction in the study area.

Due to these, concerning Addis Ketema Preparatory School, 4 school principals have been graduated in the Master degree of school leadership; there are different department heads, unit leaders, and coordinators. There are also 114 teachers with diplomas, first and third degree. Hence, the work division appears to be less loaded. All teachers together with the administrative workers are beneficiary of free transport by public transport. Besides, these teachers are also beneficiaries of house allowance in cash of 850 Birr per month with tax exemption. Further, among 114 teachers of the school, 40 (forty) of them had gatehouse in 2009 selection. Currently, the remained numbers of the teachers have registered for 2011 teachers' house getting selection. Additionally, most of the time, the teachers of the school withhold 15 credits hours per week. However, In the school situation, teachers are not volunteer to be responsible for accomplishing the following tasks, among others, assessing and reporting students’ results periodically, participating in staff development/training/meetings, correcting students’ misbehavior, managing numerous departmental and individual activities, and administration, participate in 1-to-5 teachers’ and students’ group discussion, doing CPD, preparing lesson plan, participating at different co-curricular activities, evaluating text books, preparing action plan. Besides, so many times they miss teaching classes. Indeed, from the above problems, this study intended to examine factors affecting teachers’ job satisfaction in detail in the case of Addis Ketema preparatory school, Addis Ketema sub-city, and Addis Ababa city administration.

### 1.3 Research Questions

- ✓ What are the internal factors associating with teachers' level of job satisfaction of teachers in the study area?
- ✓ What are the external factors associated with teachers' level of job satisfaction of teachers in the study area?

### 1.4. Objectives of the Study

#### 1.4.1 General Objective

The general objective of the study is to assess associating factors related to the teachers' job satisfaction at the Addis Ketema preparatory school.

#### 1.4.2 Specific Objectives

- ✓ To find out the internal factors associated with teachers' job satisfaction of teachers in the study area
- ✓ To determine the external factors that related to teachers' job satisfaction of teachers in the study area

### 1.5 Significance of the Study

This study is assumed very importantly since it is expected to benefit the following bodies. Addis Ketema Preparatory School would get some ideas on how to enhance school leadership to strengthen teachers' job satisfaction. Besides, the school would get a clear insight into the magnitude and the nature of the problem of teachers' job dissatisfaction, and help them to adjust their plan and strategies according to how to increase teachers' job satisfaction. Also, the school got support from the Addis Ketema sub-city to solve the existing problem of teachers' job dissatisfaction. Finally, this study gives a clue to Addis Ketema sub-city how to handle, manage and solve teachers' job dissatisfaction. Further, this study also had given insight for other researchers doers as guidance and information to do further study on the same problem.

### 1.6 Scope of the Study

Since it is not possible to cover the whole aspects of the study area with the available time and resources, it is advisable to limit the study size and scope of the problem to a manageable size (Kothari, C. R. 2004). Hence, this research has focused on the assessment of relation between internal and external factors affecting teachers' job satisfaction at the Addis Ketema Preparatory School. To make this research manageable, the study delimited geographically to

Addis Ketema preparatory school, Addis Ketema Sub-City because the school's teachers had complaint and murder about their job satisfaction. Informants for this study had been selected from this school. Finally, this thesis was delimited to a mixed research approach and proportional stratified research design.

### **1.7 Limitations of the Study**

No research project was carried out without limitations. Therefore, the following limitations affected this study: the researchers faced resource constraints such as delay of finance allotment from the Addis Ababa University, and materials (audio and tape recorder); and experiences how to gather information from different research tools. Finally, the researchers faced a lack of experience on how to use SPSS and to analyze it. But to solve these challenges, the researchers asked different teachers those who had graduated with a master degree with different fields. And, the result of the study had taken in to account such limitations.

### **1.8 Organization of the Study**

This paper is organized in to five chapters. This first chapter is an introductory part that presents the background, the statement of the problem, research objectives, and specific research questions, scope of the study, limitation of the study and organization of the study. The second chapter focuses on reviews related literature. Chapter three presents the methodology and methods of research. It specifically discusses the research approach, research design, semi-structured interviews, and document analysis. Chapter four discusses the findings from the data analysis which also entails interpretations and discussions. Chapter five is going to presents the summary, general conclusions and recommendation of the study, taking into account the specific research questions of the research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

In this chapter the relevant literatures were reviewed to gain a better understanding of the correlated factors for the teachers' job dissatisfaction. While job satisfaction is a complex and multi-faceted concept, which can mean different things to different people, and is affected by different sets of factors, we can determine to what extent people are satisfied or dissatisfied

with their work, by ascertaining how they view their working conditions, interpersonal relationships, and their job content. Biographic variables (e.g., gender) may also play a role.

## **2.1 Concepts of Job Satisfaction and Teachers' Job Satisfaction**

The term job satisfaction figures prominently in any discussions on management of human resources. Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job (Dorozynska, 2017).

Job satisfaction is an individual's feeling regarding his or her work. It can be influenced by a multitude of factors. The term relates to the total relationship between an individual and the employer for which he is paid. Satisfaction does mean the simple feeling state accompanying the attainment of any goal; the end state is feeling accompanying the attainment by an impulse of its objective. The term Job satisfaction was brought to limelight by Hongying (2007). Hongying describes job satisfaction as, "any combination of psychological, physiological and environmental circumstances that cause and person truthfully to say I am satisfied with my job."

Job satisfaction has many dimensions. Commonly noted facets are satisfaction with the work itself, wages, and recognition, rapport with supervisors and coworkers, and chance for advancement. Each dimension contributes to an individual's overall feeling of satisfaction with the job itself, but different people define the "job" differently (Johnson, 2006).

Research pertaining to job satisfaction among teachers has recently begun to receive much attention owing to the decrease in popularity and status of the teaching profession (Getahun, T., Tefera, B. F., and Burichew, A. H. 2016), as well as to the high teacher turnovers recorded in many countries over the past few decades (Gawel, 1997). Satisfaction at work may influence efficiency, productivity, absenteeism, turnover, intentions to quit and finally employee's well-being (Hongying, S. 2007). Satisfied teachers influence the performance of the students positively. Teachers who are happy with their job participate willingly in training programs and learn new technologies and software to help them in their work. Low level of job satisfaction results into frequent teacher absenteeism, aggressive behavior towards colleagues and students, turnover intentions, low organizational commitment, and early exit from the teaching profession (Johnson, RB. & On wuegbuzie, AJ. 2004).

Jyoti, et al. (2006) argues that “schools must pay more attention to improve teachers’ job satisfaction”. It is disappointing to find out that, although some educators do enjoy teaching, a high proportion of teachers who are not satisfied with their job do in fact still exist. Kemppainen, R., Lasonen, J. and Raheem, K. (2005), in an attempt to search for the underlying characteristics that lead to effective schools, has suggested the need to investigate the following factors: Selection of qualified teachers, teacher morale, teacher satisfaction and school culture, as well as principal autonomy. According to Laschinger, H. K. S., Finegan, J. E., Shamian, J., & Wilk, P. (2004) job satisfaction refers to the relationships between European Scientific Journal August 2014 edition vol.10, No.22 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431 teachers and their teaching. Moreover, further research suggested a strong relationship between different aspects of school environment and teacher’s job satisfaction. In other words, teachers could affect classroom management and solve many problems of the schools if they retained good inter-personal relations with student’s parents, their colleagues and their principal (Mertler, 2002). Recent studies in Greece suggested that teachers of public schools (Mengistu, 2012) were satisfied with the job itself and their supervision, whereas they were dissatisfied with pay and promotional opportunities (Mghana, 2013). In addition, another study in Greece showed that autonomy was correlated with job itself, supervision and the educational organization as a whole (Mishra, 2013). Other studies indicated a negative correlation between a high level of stress in the teaching profession and emotional engagement of teachers with their students (Ngimbudzi, 2009). Ofoegbu. (2013) used a self-reported method and indicated a positive correlation between teachers’ job satisfaction and teacher-student relationships.

## **2.2 Factors Influencing Job Satisfaction**

As suggested by Bolin (2007), the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are basically similar. Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself, and the personal characteristics of the individual.

In this chapter the relationship of the following variables with job satisfaction is reviewed and explained, namely working conditions (salary, fringe benefits, administrative support, school management and leadership style, and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher principal/ supervisor, and teacher-parent



relationships); the Nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience) (Papanastasiou, E. & Zembylas, M. 2006).

It should be made clear that these variables are not mutually exclusive. There may be overlaps, but for the purpose of analysis they will be kept delineated. In all instances the research results will be discussed critically in the light of the conceptual framework explained in the previous chapter.

### **2.2.1 Working Conditions**

In the present study, working conditions refers to salary, fringe benefits, administrative support, school management and leadership, as well as workload. Understanding the effect of working conditions on the teachers' day-to-day professional activities will have the power to provide precise, explicit, and measurable goals to work toward (Christopher, 2012). In addition, as countries (such as Ethiopia) experience educational reforms which may influence the teachers' satisfaction, it is imperative to explore the views of the teachers on their working conditions, and the impact of these conditions on their job satisfaction. The teachers' job satisfaction has implications for the quality education they provide. This information could assist education leaders, programme implementers and significant others to make evidence-based decisions about how best to design the school working environment and maximize positive outcomes for children, teachers and relevant others (Davis, J. & Wilson, SM. 2000).

Some working conditions will have a positive effect on the teachers' contentment such as provide teachers' motivation in their salaries, provision of a mentoring system to support teachers in working conditions, providing housing and transport, improving teachers performance appraisal systems by ensuring adherence to the principles of the Open Appraisal system (OPRAS), establishing plans for training and development plans of employees to enhance their capacity in their career. These issues were considered to be a source of improving teachers' psychological health and a means to recognize and reward their good performance at work (Mertler, 2002).

Whereas less salary pay, poor working conditions, weak interpersonal relation with co-workers, absence of promotion, work itself and supervision have a negative effect. Some studies, for example one by Emoja, (2016), revealed that for the past 10 to 20 years working conditions emerged as the major source of teacher job dissatisfaction and attrition. Gawel

(1997) also found that, if working conditions are poor, these situations have a negative impact on the job satisfaction of the teachers. Other studies confirmed that favorable teacher perceptions of their working conditions are related to higher job satisfaction (Perie, et al., 1997). Thus, working conditions, such as salary, fringe benefits, school management and leadership, administrative support, and workload could impact on the job satisfaction of teachers either positively or negatively affect teachers' job satisfaction.

The above-mentioned factors influence the teachers' performance. Inadequate working conditions will seriously undermine the efforts expended to have quality education at all levels of the education system, by policy makers, teachers, and significant others. If teacher performance, quality of education, and student achievement in schools are to be improved, it is essential to give considerable attention to the kind of school-work environment that enhances the teachers' sense of professionalism, and increase their job satisfaction and morale (Saari, L. M., & Judge, T. A. 2004). The working conditions, namely salary, fringe benefits, administrative support, school leadership and workload will now be discussed.

## **2.2 Salary**

According to Sahito, Z., & Vaisanen, P. (2017), salary was viewed as external factor that influences job satisfaction. A considerable number of research reports have reported that the teachers' job satisfaction was related positively to the teachers' salaries. According to these studies, an increase in salary was followed by a considerable raise in the teachers' job satisfaction. In their study of administrative support and its mediating effect on US public school teachers, Saiti (2007) also demonstrated that the teachers' satisfaction with their salaries was a significant predictor of their job satisfaction. An increase in the teachers' satisfaction with their salaries was followed by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession. Similarly, Salehi, H., Taghavi, E., and Yunus, M. M. (2015) found that, among other things, employees (e.g., teachers) who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction.

In accordance with the above, other studies show that the provision of low salaries can seriously impair the teachers' job satisfaction. In their study on the job satisfaction among school teachers in India, Jyoti and Sharma (2006) indicated that many (more than 90%), of the teacher participant level of satisfaction with their pay was below average, and most of them believed that they were not earning what they deserved. Thus, teachers had to turn to providing additional private tuition to meet their financial needs. The negative impact on their job satisfaction is explained by the Expectancy Theory that states that individuals are dissatisfied

if the outcomes are low in comparison to their perceived efforts. This may also be applicable to the present study of Ethiopian teachers.

In another study on the job satisfaction of Ugandan academics, Garrett and Sesanga (2005) indicated that an inadequate and irregular salary was one of the most frequently mentioned factors causing the job dissatisfaction of academics: 76% of the participants expressed the view that inadequate salary was the main source of their discontent. Garrett and Ssesanga (2005) postulated that Ugandan academics were forced to take on other jobs because of their inadequate salaries, thereby limiting their allegiance to their employer, and reducing their commitment to their organization. Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006:359).

### **2.3 Fringe Benefits**

According to Ngimbudzi (2009), fringe benefits are seen as hygiene or maintenance factors that influence job satisfaction. Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training, which are the concern of the present study, can have an impact on job satisfaction in several ways. These benefits are considered an important component of worker compensation (Tuli & et al, 2015). In spite of this, the impact of fringe benefits on job satisfaction is a less frequently examined factor (Ellickson, 2002).

Both employees and employers choose fringe benefits as substitutes for salaries. Fringe benefits, such as housing allowances, are free from taxation, and are also cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job satisfaction of employees, such as teachers (Turner, 2007). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees. Employees, on the other hand, choose benefits over salaries because they are free from taxation. Thus, the less taxed fringe benefits can be substituted for salaries, and have the potential to increase the job satisfaction of workers, such as teachers (Viseu & et al, 2016).

With regard to the benefits associated with the teaching profession in Ethiopia, a (MOE, 1994) report indicated that Ethiopian teachers do not have many opportunities to generate an additional income. Moreover, in contrast to teachers in other countries, teachers in Ethiopia have very few opportunities for private tuition, or for other services that teachers may be able to provide. Benefits that may influence the job satisfaction of Ethiopian teachers include the following, namely maternity leave for about three months (one month before delivery and two

months thereafter); sick leave with payment for a maximum of three months but with a doctor's certificate provided; vacation (a very common benefit for all government employees); and pension after retirement at the age of 60 years, based on the employee's salary scale and years' teaching experience (a benefit for all government employees).

## **2.4 Administrative Support**

According to Sahito and et al (2017) administrative support is viewed as hygiene or extrinsic factor that could influence employees' job satisfaction. Administrative support is considered to be one of the working conditions which could have a profound effect on the job satisfaction of teachers. In their study of administrative support and its mediating effect on US public school teachers, Xiaofu, et al. (2007) demonstrated that administrative support was found to be the most significant and a strong predictor of the teachers' job satisfaction, more so than other variables (teaching experience, student behavior, and teachers' salaries), which were included in the study. They also found that administrative support had much power, directly and indirectly (through job satisfaction), to predict the teachers' intent to stay in the profession.

In line with the above-mentioned study, a study done by Tekleselassie (2005) in an international context indicated the potential benefit of administrative support to reduce teacher attrition. Efficient administrative support such as the provision of adequate facilities and equipment, and supporting teachers when there is a conflict between the teachers and the students reinforces teachers' commitment and morale.

Concerning the importance of administrative support study by Johnson (2006), regarding supportive workplace conditions, it was shown that supportive workplace conditions enhanced teacher quality, improved teacher retention, and enabled the teachers to carry out their tasks effectively this led to quality teaching.

Inadequate administrative support for teachers could result in teacher dissatisfaction, de-motivation, decreased commitment and attrition. As indicated by Baker (2007), inadequate administrative support was one of the primary reasons for teacher leaving the profession early in their careers. Accordingly, Getahun and et al (2016) found that teachers' decreased commitment was related to their perception of the lack of administrative support at their schools. The teachers' decisions to remain in the teaching profession were very closely related to their perceptions of administrative support (Baker, 2007). If teachers perceive their administrators as supportive and cooperative, their job satisfaction, the quality of the instruction they provide, and their intent to stay on in the profession come into play.

Schools that provide room and support for teachers in exploring and overcoming challenges in pedagogy and student discipline, develop the teachers' ability to succeed in effective teacher–pupil relationships (Evans, 1997). Moreover, they (1997) suggest that supportive and available school leaders can facilitate the development of competent teachers who can relate their professional responsibilities to their love and concern for the students, as well as the schools. This love for students and schools will, in turn, translate into the teachers' intrinsic satisfaction.

## **2.5 School Management and Leadership Style**

Leithwood and McAdie (2007) succinctly described the influence and importance of school leadership on the other working conditions as that the "... principal leadership acts as a catalyst for many other school conditions," because it facilitates collaborative and supportive cultures and structures in a school setting. Emoja (2016) also found that the quality of school leadership was the most consistent and pertinent measure of working conditions to influence job satisfaction. Good teaching is only able to thrive within a favorable school environment (Ellickson& et al, 2002).

To create a school environment which is favorable for good teaching, high-quality school and teacher management policies should be in place. This is because efficient and effective teacher and school management policies are crucial in ensuring quality education, and to achieve the stated educational objectives (Ayele, 2014). Schools where efficient management policies are practiced may attract teachers who are already in the teaching profession at different schools. Such efficient schools may enhance the teachers' satisfaction with their work, since management policies are hygiene factors, according to Gawel (1997)

Effective schools will also motivate other teachers to join their staff, with the aim to learn from their colleagues and their environments. For Evans (2001) the greatest influences on teacher morale, job satisfaction and motivation, are school leadership and management. Getahunand et al (2016) reinforce this statement by pointing out that teacher motivation and satisfaction at the school level depend on effective management. The researchers further indicate that if the systems, policies and structures to manage and support the teachers are not in place as expected, the teachers are more likely to lose their sense of professional responsibility and commitment.

The above shows that the school principal, specifically, is very important to motivate teachers. The teachers' dissatisfaction with the school Head has been found as one of the

frequently cited reasons by teachers to be indifferent to their core business of teaching, and of leaving the profession. According to Alhazmi (in Jyoti & Sharma, 2006), teachers who work under incapable, inefficient, and indifferent principals reported an increase in their job dissatisfaction. On the other hand, principals who are democratic, generate an open, friendly and cooperative atmosphere that enables teachers to be satisfied and happy (Jyoti & Sharma, 2006).

## **2.6 Workload**

Teaching is hard work, and requires coping with a considerable amount of adverse effects of the profession. Teaching is an extremely stressful job (Hurren, 2006:383). The teaching profession expects from the teachers to provide different professional services, including the professional caring of learners, the central task for many teachers (Crossman & et al, 2006). This, inter alia, contributes to their workload. In addition, many secondary school teachers are involved as counselors and career advisors, apart from being subject teachers. The teachers' tasks include continuous professional development programmes, lesson plan preparation, teaching, the documenting of portfolios, and more. Hence, the teachers' caring and other related responsibilities, not only have the potential to increase their workload, but also to impact negatively on their job satisfaction.

Furthermore, unlike other jobs where one's personal and professional life may be separated, the teachers' professional role goes beyond the school environment. Jobs, other than teaching, allow the employees to stop working after hours, and to rest. Teachers continue with their work both within and beyond the school compound (Baker, 2007). Bogler (2001) reinforce this point by arguing that since teaching is an essential component of a teacher's identity, teachers cannot stop paying attention to their teaching at the end of the school day. Although this commitment of the self may be a source of satisfaction, it may be a major contributor to an excessive workload, to stress and to job dissatisfaction. Christopher (2012) agrees, and found that work intensification was a common factor that the teachers in their sample saw as having an adverse effect on their satisfaction and commitment. The researchers further indicated that the teachers in the early career group attribute their declining commitment to long working hours on non-teaching duties that stop them from devoting their time to the actual task of teaching.

Bolin (2007) examined five dimensions (self-fulfillment, workload, salary, leadership and collegial relationships) that influence job satisfaction. His findings showed that teacher

satisfaction was low with regard to workload. Similarly, Davis (2000) examined 10 factors to ascertain the relationship between job satisfaction and its influence on teacher attrition and work enthusiasm. The factors were leadership and administration, work achievements, student quality, the educational and social environment, social status, income and welfare, collegial relationships, social acknowledgment, workload and stress, and working conditions. The findings showed that besides being satisfied with collegial relationships and social acknowledgment, teachers were dissatisfied with all the remaining factors examined, specifically with their workload.

## **2.7 Interpersonal Relationships**

According to Herzberg and his colleagues, interpersonal relationships are grouped under external factors, which either decrease or increase the job dissatisfaction of workers. As argued by Herzberg, et al., and their presence will not necessarily increase the job satisfaction of employees, but are some of the preconditions to be fulfilled for the job satisfaction of employees to prevail. To nurture teachers as a valuable resource of any school organization, the relationship of the teachers with the rest of the school community is a vital factor to be considered. This is because the interpersonal relations of teachers within the school community influence both job satisfaction and the probability of teachers remaining in the school and in the profession, as found by Leithwood and McAdie (2007). Reinforcing this point, Dingeta, (2013) argue that teachers who work in a positive environment, who work under and with cooperative and supportive leaders and colleagues, carry out their responsibilities effectively. In the school environment, the following types of interpersonal relationships can be identified, namely interpersonal relationships with the students, the teachers, the principals/superiors, and with the parents.

## **2.8 Responsibility**

In terms of the Two-factor Theory, responsibility is an intrinsic (satisfier) factor, and when present, can lead workers to feel satisfied. In terms of Maslow's theory, responsibility is a higher-order need (an esteem or ego need), and is reflected by providing the employees with self-respect and esteem.

Teachers are professionals responsible for educating young citizens, for advancing culture, and for improving the economic viability and social well-being of the nation (Dorozynska, 2017). In the school situation, teachers are responsible for accomplishing the

following tasks, among others, namely teaching, assessing and reporting students' results, participating in staff development/training/meetings, disciplining students, managing numerous activities, and administration.

Responsibility refers to the teacher's power to control all the aforementioned activities, as well as others. Being charged with important responsibilities may give the teachers pleasure. To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership, and so forth (Ellickson & et al 2002). When teachers are given the opportunity to solve practical school problems, they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Evans, 1997).

## 2.9 Recognition

Recognition is a motivator, according to Maslow's hierarchy of needs that refers to esteem-needs). Recognition leads to motivation, and to job satisfaction. In educational institutions, students and teachers are the most important resources. The impact teachers have on student achievements, quality education and educational reforms should be recognized by school administrators, and also by other teachers. As affirmed by Getahun and et al (2016), teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important.

Teachers as professionals, in all cultures, need to be recognized for their accomplishments, and be appreciated by the parents, communities, governments, and by their colleagues. They should also be valued and recognized for their work accomplishments (Gawel, 1997). Regarding factors that influence the retention, turnover, and attrition of K-12 music teachers in the United States, Hailu, (2016) found the following, namely of all the factors present in the workplace (support and recognition from administrators, parental support, control over classroom instruction), *recognition* had the strongest positive impact on the teachers' career and job satisfaction. The researchers also found that the teachers' perceptions of the extent of support and recognition from their administrators exhibited the most prominent positive effect on retention (Hongying, 2007).



## 2.10 Advancement and Promotion

In the teaching profession advancement can be realized when teachers receive the opportunity of being appointed as school principals, department Heads, supervisors, District officers, or to the next level, by achieving additional educational qualifications. As shown by Johnson (2006), teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts.

Teachers are more satisfied if their jobs provide opportunities for personal and professional advancement (Jyoti, & et al, 2006). Promotion is a means of advancement. According to the Expectancy Theory (Kemppainen & et al, 2005), promotion is a visible reward that comes as a result of the employees' effort and performance. If the teachers are promoted to a level higher than their present position as a result of their increased efforts, they are rewarded for their efforts. This will also lead to increased pay, status, and respect. According to the Expectancy Theory, this may lead to high motivation and satisfaction.

In a study examining the determinants of job satisfaction of municipal government employees, Ellickson (2002) found that equipment and resources, work space, a safe work environment, training, workload, colleagues, pay, benefits, promotion, performance appraisal, and supervision, the availability of promotional opportunities exerted a significant and powerful effect on job satisfaction. Ellickson (2002), therefore, believes that opportunities for promotion are important determinants of employee satisfaction. Satisfaction with pay, benefits, and performance appraisal had a significant effect on the overall job satisfaction of the employees as well.

Xiaofu and Qiwen (2007), in a survey of 229 secondary school teachers in China, analyzed the relationship between the secondary school organizational climate and teacher job satisfaction. The researchers examined the level of the teachers' job satisfaction, using six factors, namely the nature of the work, material conditions, wages, opportunities for advancement and promotion, interpersonal relationships, and leadership and administration. The results showed that 63.8% of the teachers were dissatisfied with the opportunities for advancement and promotion (Xiaofu & Qiwen,2007).

## 2.11 Demographic Variables and Job Satisfaction

Research regarding the relationship between demographic variables such as gender, age, level of education and teaching experience, and job satisfaction deliver mixed and sometimes

conflicting results. The level of job satisfaction perceived by different school teachers working in a similar working environment is often different. This may be accounted for by one of the many factors associated with job satisfaction, namely the demographic factors. These demographic characteristics have been found to influence the level of job satisfaction of teachers. Thus, in most job satisfaction studies it is common practice to include demographic/personal characteristics as some of the factors that influence the relationship between the work environment and job satisfaction. These are used as moderator variables. However, neither the level of their influence nor the direction of the relationship is clear. This shows that, though job satisfaction is influenced by personal characteristics, the literature is far from conclusive about the nature of the relationship (Laschinger & et al, 2004).

It is one of the goals of Education for All (EFA) that every nation, including Ethiopia, desires quality education for its entire people. Improving the quality of education by means of efficient teachers is a current and most sensitive issue. It is, therefore, imperative that the impact of demographic variables on the teachers' job satisfaction be empirically determined.

## **2.12 Teachers' Job Satisfaction in Ethiopia**

While many factors have been identified as contributing to the poor performance of education in Ethiopia, the problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Mengistu, G. K. 2012). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education - higher attrition rates negatively affect the quality of education (Ayele, D. 2014).

One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Ethiopia is the little respect for and the reduced status of the teachers. In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago. However, teaching seems to have lost its status. Currently it is one of the professions given the lowest regard in Ethiopia (Haileyesus, G. 2014). Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by virtue of their education (Christopher, N. M. 2012). Evidence from interviews with Ethiopian teachers indicates that teachers perceive their status as being low. They also observe that their treatment by society, the parent community, and by all levels

of the government sector is poor. Their poor status is the most often mentioned cause of demotivation and low job satisfaction.

It is possible that many of the Ethiopian teachers are not capable of performing well. The forces, according to Concialdi, C. (2014), that result in the 'de-professionalization' of teachers include a prolonged economic and social crisis, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living conditions of the teachers (Alhazmi, F. 2012).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 Research Methodology**

This chapter is going to deal with the approaches of the study, research design, sampling and sampling techniques, the source of data, data collection instruments, procedures of data collection, and data analysis.

#### **3.2 Description and Rationales of Study Area**

According to Addis Ketema Preparatory School's reports (2018), this school is found at Woreda 7, Addis Ketema sub-city, Addis Ababa city administration. The former name school was Prince Mekonen Haile Selassie secondary school.

The school, the then prince Mekonen secondary school, launched its work with 510 students, 74 teachers, and school employees. When it was changed into preparatory school in 1962 there were 25 grades with 12 students. Those students took national exams (Addis Ketema preparatory school reports 2011). Because of regime change (from Haile Selassie to Derg) in 1973 the name of prince Mekonen secondary school was changed into Addis Ketema secondary school in 1976 (Addis Ketema preparatory school reports 2011/12).

At present, the Addis Ketema preparatory school has 22.184 km<sup>2</sup> areas. It has 11 and 12-grade-level students. There are 1729 students (834 male and 895 females). In addition to these, it has 10 (ten) departments, 39 classes (sections), 22 administrators' offices, 1 principal, and 3 vice principals. Moreover, the school has 114 teachers (102 male and 12 females) (Addis Ketema preparatory school report, 2018).

Participants of the research were selected from this school. There were different reasons why the researchers selected this school. The (i) reason is since 2015 the researchers had been teaching at this school. Again, the researchers had experience in the issue of teachers' job satisfaction. Further, (ii) for the researchers was the staff of the school, the researchers had heard different complaints and murmur about that raised from teachers' job satisfaction. Therefore, this school was purposively selected to assess correlation between internal and external factors affecting teachers' job satisfaction.

### **3.3 Research Design**

In this study, the researchers had chosen a descriptive survey and correlational research. Cross-sectional or survey research designs are perhaps the most common design within the social sciences. As the name suggests, this design takes a cross-sectional sample from the overall population. Data is collected, most commonly through interviews and questionnaires. Correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod 2010) Relationships are then identified from this data which can then be generalized back to the population (Gratton & et al., 2004). It offers the opportunity to assess relations between variables and differences between subgroups in a population. Therefore, to explore detailed information about the teachers' low level of job satisfaction at Addis Ketema Preparatory School, the researchers used these research designs.

### **3.4 Target Population**

According to the Addis Ketema preparatory school (2018/19) report, there are 4 school principals and they were graduated in the master of school leadership; different department heads, unit leaders, and coordinators. There are 114 teachers who have a diploma, first and third degrees. However, these teachers so many times raised complaints about their job dissatisfaction. Hence, the researchers strived to determine correlation between internal and external factors affecting teachers' job satisfaction

### **3.5 Sampling Procedure**

The sampling technique employed is a crucial element of the overall sampling Strategy (Yin, 2009). It is a general feature of social inquiry to design and select samples for study (Stake, 2000). This is so whether the research is qualitative, quantitative or mixed information about the designing sample size (Ritchie 2003).

Owing to this, this study used proportional stratified sampling because the target population falls into distinctly different categories (strata) (Walliman, 2006). The proportions of the different strata of the teachers' of the school have been put into teacher ladder- beginners, junior, proper, senior teacher, associate teacher, lead, a higher leader I, II and III-, then each stratum will be represented in the same proportion within the overall sample. To achieve proportional randomized sampling, this study used a randomized sample that was obtained from each stratum separately, sized according to the known proportion of each stratum in the whole teachers, and then combined as previously to form the complete sample from the population. Therefore, this sampling technique was used for assessing the teachers' job dissatisfaction at the school for questionnaires. The reason for taking the sample was because they were small in number as well as it gave an equal chance. For this research, the researchers was going to select 96 teachers for the questionnaire by using available sampling. The first impression is that the bigger the sample size, the more possibility there is of representing all the different characteristics of the population. It is generally accepted that the study of a large sample are more convincing than a small one (Walliman, 2006).

In addition, for this study purpose, the researchers purposively selected 8 teachers for Focus Group Discussion (FGD) from each teacher's ladder because there is no formula for defining the desired number of instances for each broader or narrower unit of data collection in a qualitative study (Yin 2011). Moreover, the researchers used 8 teachers for focus group discussion purposively.

### **3.6 Sources of Data**

To assess the correlation between internal and external factors affecting teachers' job satisfaction at the Addis Ketema preparatory school, Addis Ketema sub-city, the researchers used both primary and secondary sources. The primary sources were questionnaires and Focus Group Discussion while the secondary data were published and unpublished documents. The unpublished documents were selected from the Addis Ketema preparatory School annual reports and strategic plans while the published documents were books, journals, articles and different international reports which were related to this study.

### **3.7 Data Collection Tools**

For this particular study questionnaire, focus group discussion (FGD) and document analysis were used. Each technique and procedure was discussed below.

### 3.7.1. Focus Group Discussions (FGD)

According to Kothari (2004), the use of FGD tends to the production of opinions expressed and exchanged in everyday life and tool for reconstructing individuals' opinions more appropriately. One researchers (the moderator) leads the discussion by asking participants to respond to open-ended questions – that is, questions that require an in-depth response rather than a single phrase or simple "yes" or "no" answer (Ibid). A third researchers (the note-taker) takes detailed notes on the discussion.

Owing to these, the researchers used purposively selected 8 teachers for FGD to get appropriate information concerning this study. The participants for the discussion were taken from each teacher's ladder at the school by keeping their proportional size. These teachers had been selected according to their teaching experience and their responsibility (department head). Keeping proportionality means that to get appropriate data from each teacher's ladder to assess the level of job satisfaction between them.

For this discussion, the researchers had followed the following procedures. First, the researchers introduced the purpose of the research. Second, a discussion was held. In the meantime, data had been taken on the notebook because at that time the researchers had not a good audio and video recorder. The FGD with the 8 teachers took 1 hour. The FGD with these key informants had done intermittently at different times because the researchers had taught at this school, and had a close relationship with the staff members.

### 3.7.2 Questionnaire

It was a tool for soliciting and recording written responses from individuals. It is a more useful research tool to involve large samples, to create face to face contact with the respondents and to save time (Kothri, 2004). To generate information at the assessment of teachers' job dissatisfaction in the study area, the researchers had used both closed and open-ended questionnaires. It had been administered for available sampling from 106 teachers, and 84 teachers were selected with excluding 8 teachers for FGD from each teacher's ladder. To identify proportional size or samples from each teacher's career level structure, the researchers used Yemane's (1967) formula to determine the appropriate sample size. The formula was depicted as follows:

$n = \frac{N}{1+N(e)^2}$  Where:

n=sample size

N= population size

e= the level of precision ( $\pm 5\%$ )

$$\text{then } 83.79 = \frac{106}{1 + 106(0.0025)} = 84$$

This formula assumes a degree of variability (proportional) of 5 % and confidence level of  $\pm 95\%$  (Robert and bass, 2010). According to the formula above the sample sizes were 4, 9, 14, 15, 7, 11, 7, and 17 beginners, junior, proper, senior teacher, associate teacher, lead teacher, higher leader teacher I, II and III respectively.

According to Alemayehu (2012), the strata sample sizes are determined by the following equation:

$$nh = \left(\frac{Nh}{N}\right) * n$$

Where nh is the sample size for strata h, Nh is the population size for stratum h, N is total population size, and n is the total sample size. As an alternative Endawek (2017) to determine

the stratum size, he shows the following formula  $p = \left(\frac{t}{T}\right)$  to get common multiple. Then

multiply each stratum by the common multiple of the sample size.  $P = \left(\frac{t}{T}\right) \frac{84}{106}$

Where p is common multiple, t is population size for stratum and T is the total population. The following table shows in detail the samples that are taken from each stratum.

Teachers' career structure	Beginners	junior	Proper	Senior	Associate	Leader	Higher leader I	Higher leader II	Higher leader III
Total numbers	5	12	19	20	10	14	10	23	-
Sample size	4	9	14	15	7	11	7	17	-

Hence, the researchers used those teachers for questionnaire because to collect relevant data on the study's topic. The response that was going to collect from all the questions anonymously included in the analysis of the study, and the findings of the study were used only for academic purposes.

### **3.7.3. Document Analysis:**

Apart from the above-listed tools, the researchers was going to use different published and unpublished documents that related to this research. Because of these, documents are valuable source of information in mixed research that can be documented (Creswell, 2012). He also added that documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provided valuable information in helping researchers understand the central phenomena in qualitative studies. They represent public and private documents (Ibid).

Hence, the published documents will be gathered from books, articles, different international reports and journals. The researchers also gathered on unpublished documents from the school annual reports and strategic plans. The reasons behind to these documented analyses permitted the researchers to have access to records of activities and data that the researchers normally could not observe directly (Jones & et al., 2013). Sometimes, according to Stake (2000), these documents can complement the work of the researchers and other data sources. The documents helped to identify the link between what some principals did and what they had planned to do as reported in their vision statements and strategic plans (Ibid).

### **3.8. Data Analysis**

According to Creswell (2009), mixed data analysis is conducted concurrently with gathering data, making interpretation and writing reports. The data gathered through FGDs, were written down in the Amharic language carefully and systematically. After the data were written down, the researchers expanded to the English language.

Questionnaires were analyzed by descriptive statics and Correlation by using SPSS version 22. Regarding secondary sources, the researchers attempted to read all the data bit by bit continuously until the researchers could get the meaning of these varieties of data. After a thorough reading of data, the researchers attempted to develop categories or codes and reduce the huge data into manageable sets of themes. Using direct quotations and narrative descriptions each theme will be analyzed at the end of the begging of the paragraph.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

#### Introduction

This chapter contains three parts. The first part of this chapter presents the detail information of respondents. The third part focuses on different causes of teachers’ low level of Job satisfaction (internal and external factors). These challenges analyzed based on salary-related factors; supervision related factors; environment and interpersonal related factors; and recognition related factors. The third part focuses on the rating level of teachers’ current job satisfaction.

To accomplish this study, the researchers used 84 teachers for questionnaires purpose, and 8 teachers also were selected for FGD. This chapter also included presentation; analysis and interpretation of the empirical evidence collected from questionnaires, and FGD

#### 4.1 Characteristics of Respondents

**Table 1: Demographic Characteristics of Respondents**

<b>Gender</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
M	75	89.3	89.3	89.3
Valid F	9	10.7	10.7	100.0
Total	84	100.0	100.0	

*Source: own survey, 2019*

As table 1 shows above the majority of the respondents (89.3%) are male and (10.7%) of the respondents are female. So, the association between gender and teachers low level of job satisfaction will be discussed in the third part of this study.

**Table 2 Age of the Respondents**

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-29	25	29.8	29.8	29.8
	30-39	50	59.5	59.5	89.3
	40-49	2	2.4	2.4	91.7
	>50	7	8.3	8.3	100.0
	Total	84	100.0	100.0	

Source: own survey, 2019

From table 2 above it is possible to infer that the majority (59.5%) of the teachers in the study area are belonging to the age of 30-39. The next major numbers (29.8%) of the teachers are the age 21-29. The remaining numbers of teachers belong to age>50 and 40-49 with (8.3% and 2.4%) respectively. This implies that Addis Ketema preparatory School is dominated by adult teachers. Thereby, the relationship between the respondents' age and their low level of job satisfaction will be seen in the third part of this study.

**Table 3 the Respondents Year of Job Experience**

Job experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<5	18	21.4	21.4	21.4
	6-10	31	36.9	36.9	58.3
	11-15	23	27.4	27.4	85.7
	16-20	9	10.7	10.7	96.4
	>30	3	3.6	3.6	100.0
	Total	84	100.0	100.0	

Source: own survey, 2019

Table 3 above depicted that the majority (36.9%) of the respondents have 6-10 years of teaching job experience. The teachers who have 11-15 teaching job experience cover (27.4%). While the remaining numbers of the teachers (21.4%, 10.7, and 3.6%) have <5, 16-20, and >30 years teaching experience respectively. As mentioned above the correlation between the respondents teaching

job experience and low level of job satisfaction will be talked below in the third part of this study.

**Table 4 the Respondents Career Level**

Career Level of Teachers	Frequency	Percent	Valid Percent	Cumulative Percent
Beginners	4	4.8	4.8	4.8
junior	9	10.7	10.7	15.5
Proper	14	16.7	16.7	32.1
Senior	15	17.9	17.9	50.0
Associate	7	8.3	8.3	58.3
Leader	11	13.1	13.1	71.4
Higher leader I	7	8.3	8.3	79.8
Higher leader II	17	20.2	20.2	100.0
<b>Total</b>	<b>84</b>	<b>100.0</b>	<b>100.0</b>	

Source: own survey, 2019

From table 4 above the teachers of the study area categorized under 8 teachers' career ladder to determine the correlation between their job satisfaction and teachers career ladder. Hence, the majority (17.9%) of the teachers at the study area are categorized under the senior level. The next major numbers of the teachers (16.7%) are belonging to a proper career ladder. The remaining numbers of teachers (20.2%, 13.1%, 10.7, 8.3%, 8.3%, and 4.8%) are categorized under higher leader II, Leader, junior, associate and higher leader I, and Beginners respectively. The reason behind why the researchers used such teachers' career ladder is to determine the relationship between teachers' career ladder and their job satisfaction. Consequently, this issue will be seen under the third part of this study.

**Table 5 the Respondents Academic Qualification**

Academic Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	11	13.1	13.1	13.1
BA/BEd/BSc degree	50	59.5	59.5	72.6
MA/MEd/MSc degree	23	27.4	27.4	100.0
<b>Total</b>	<b>84</b>	<b>100.0</b>	<b>100.0</b>	

Source: own survey, 2019

Data in Table 5 shows that the majority of the teachers in the study area (59.5%) have a bachelor's degree. Only (27.4%) of the teachers have master degrees. However, (13.1%) of the teachers have a Diploma. As far as the teachers those who have Diploma academic qualification

is concerned, they are technical drawing teachers. Most of the time Technical drawing teachers are scarce at the market to hire them at the school. Therefore, to cover the subject, the school is indulged to hire diploma holders. Even though these technical drawing teachers have currently diploma qualification, they are in progress to obtain their Bachelor degree. If so, what is the role of teachers' academic qualification with this research issue? The answer is to determine whether there is a correlation between having a diploma, bachelor or masters and teachers job satisfaction. Concerning this, it will be observed in the third part of this study.

#### 4.2 Levels of Teachers Job Satisfaction

This second part of this study focuses on assessing the level of rating of teachers' job satisfaction. To assess this rate, the researchers used 84 teachers as the sample for questionnaire administration. This questionnaire analyzed by descriptive statics with SPSS software version 22. Mean and standard deviation were also used for analyzing teachers' level of job satisfaction.

**Table 6 Teachers' Level of Job Satisfaction**

		Level of Teachers' Job Satisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Valid	Very high	15	17.9	17.9	17.9	3.55	1.594
	High	13	15.5	15.5	33.3		
	Medium	4	4.8	4.8	38.1		
	low	15	17.9	17.9	56.0		
	Very low	37	44.0	44.0	100.0		
	Total	84	100.0	100.0			

**Scales;  $\leq 1.49 = \text{very High}$ ,  $1.5 - 2.49 = \text{High}$ ,  $2.5 - 3.49 = \text{Medium}$ ,  $3.5 - 4.49 = \text{Low}$ ,  $\geq 4.5 = \text{very low}$**

As table 6 above revealed that the total of (61.9%) teachers have low and very low job satisfaction. But the total (33.4%) of teachers high and very high job satisfaction. The only 4.8% of teachers have medium job satisfaction. The mean (3.95) and standard deviation (1.150) of teachers job satisfaction show that the general rate of teachers job satisfaction prone to the low level of job satisfaction. Besides, the standard deviation is below the average (3.95). From this data, it is possible to infer that Addis Ketema Preparatory School teachers have a low level of job satisfaction. The external and internal factors correlated to this low level of teachers' job satisfaction will be discussed at the third part of this study.

### **4.3 Assessing Factors Associated with Teachers Low Level of Job Satisfaction at the Study Area**

This section includes the analysis of data which are related to teachers' lower level of job satisfaction. To investigate the relationship between the lower level of teachers' job satisfaction and internal and external associating factors Pearson product correlation coefficient used. The Pearson product-moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Yilkal& et al, 2018). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end, Pearson's product-moment correlation coefficient is computed to determine the relationships between teachers' lower level of job satisfaction, and internal and external factors at Addis Ketema Preparatory School.

The degree of correlation is normally ascertained based on its relative measure. This relative measure is known as the coefficient of correlation and is universally denoted by  $r$ . The degrees are first subdivided into three broad categories and then the first and third categories are further classified into four categories each: (i) Positive Correlation (coefficient)

- (a) The positive correlation of low degree  $+0.1$  to  $+0.25$  approx.
- (b) The positive correlation of moderate degree  $+0.3$  to  $+0.55$  approx.
- (c) The positive correlation of high degree  $+0.6$  to  $+0.99$  approx.
- (d) Positive perfect correlation  $+1$
- (ii) Negative correlation (coefficient)
- (a) A negative correlation of low degree  $-0.1$  to  $-0.25$  approx.
- (b) A negative correlation of moderate degree  $-0.3$  to  $-0.55$  approx.
- (c) A negative correlation of high degree  $-0.6$  to  $-0.99$  approx.
- ((1) Negative (perfect) correlation  $-1$ . (Thakur, 1998)

Therefore, to answer the first basic research questions Pearson correlation is calculated. And the decision is made based upon the above assumption.

The third part of this study focuses on different factors associated with teachers' lower levels of Job satisfaction (internal and external factors). These associating factors are related to salary; supervision; Environment and interpersonal; and recognition.

### **4.3.1 Internal Factors Associated with Teachers Lower Level of Job Satisfaction at the Study Area**

A Pearson product-moment correlation was conducted to examine the relationship between teachers low levels of job satisfaction, and internal factors associated with teachers low level of job satisfaction such as promotion, recognition, working condition, and interpersonal relationship. The following topic below shows the relationships between teachers' low level of job satisfaction and internal factors associated with teachers' low level of job satisfaction.

#### **4.3.1.1 Inter-Correlation Matrix between Teachers Job Satisfaction and (Gender, Age, Experience Year, Career Structure, Academic Qualification)**

A person product-moment correlation was conducted to examine the relationship between teachers' lower level of job satisfaction, and teachers' demographic characteristics (Age, Experience Year, Career Structure, and Academic qualification). Table 7 below shows the relationships between teachers' lower levels of job satisfaction and their demographic characteristics.

**Table7 an Inter-correlation Matrix between Teachers Low Level of Job Satisfaction and (Age, Experience Year, Career Structure, Academic Qualification)**

		Correlations				
		LTJS	EY	Age	CS	AQ
LTJS	Pearson Correlation	1	.520**	-.181	-.135	.510**
	Sig. (2-tailed)		.000	.100	.220	.000
	N	84	84	84	84	84
EY	Pearson Correlation	.520**	1	.067	-.502**	.977**
	Sig. (2-tailed)	.000		.543	.000	.000
	N	84	84	84	84	84
Age	Pearson Correlation	-.181	.067	1	.053	.087
	Sig. (2-tailed)	.100	.543		.629	.429
	N	84	84	84	84	84
CS	Pearson Correlation	-.135	-.502**	.053	1	-.566**
	Sig. (2-tailed)	.220	.000	.629		.000
	N	84	84	84	84	84
AQ	Pearson Correlation	.510**	.977**	.087	-.566**	1
	Sig. (2-tailed)	.000	.000	.429	.000	
	N	84	84	84	84	84

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

*Note: EY=Year of experience, CS= Career Structure of the teachers, LTJS= level of teachers job satisfaction, AQ= Academic Qualification*

A person product-moment correlation was conducted to examine the relationship between teachers' lower level of job satisfaction, and their demographic characteristics (age, Year of experience, Career Structure of the teachers, and academic Qualification) at the Addis Ketema preparatory School. Teachers lower level of job satisfaction is moderate degree and positively related to (r=.520, p<0.01) teachers year of experience. The effect size for (r=.520, r<sup>2</sup>=0.27 p<.01, (27%). This indicated that the year of experience of teachers that the teachers experienced accounted for a moderate portion of correlation to a lower level of teachers' job satisfaction. This implies that when teachers teaching experience increases, the lower level of

teachers' job satisfaction also increases. Therefore, teachers' experience year is statistically and significant determinant factor for lower levels of teachers job satisfaction.

Work experience is frequently associated with the length of service. Experienced teachers perceive teaching as more satisfying and enjoyable; they are more familiar with applying effective instruction, managing unruly students and using successful teaching strategies. They are also more prepared for the unpredictability of classroom environment, which can mean less stress. Besides, they strive to form relationships with all pupils regardless of their performance and behavior (Gogtay, N. J., & Thatte, U. M. 2017; Baker, VD. 2007; Alhazmi, F. 2012; Kardam, B. L., & Rangnekar, S. 2012; Concialdi, C. 2014; Soni, K., Chawla, R., & Sengar, R. 2016). Experienced teachers tend to have a status at work, more recognition, more say in decision making and more support from school management. Meeting the demands of the community members and handling workload is more stressful for less experienced teachers (Kardam, B. L., & Rangnekar, S. 2012). However, the findings of this research contradict these previously conducted researches. This result, however, contradicts some studies that have suggested that which found a positive relationship between teachers' years of experience and job satisfaction. This current research indicated that a negative relationship between teachers' years of experience, and their lower level of job satisfaction.

Besides, the result in Table 7 showed that there is a statistically significant and positive degree correlation ship between teachers' lower level of job satisfaction, and overall academic qualification ( $r=.510^{**}$ ,  $p<.01$ ). The effect size ( $r=.510$ ,  $r^2=0.26$   $p<.01$ ) indicated that the academic qualification of teachers experienced accounted for a moderate portion (26%) of correlation to a low level of teachers job satisfaction. This means that as teachers lower level of job satisfaction increases, so does their academic qualification. Therefore, the teachers' academic qualification is a significant determinant for a lower level of teachers' job satisfaction in the study area.

This finding contradicts with some earlier studies (Chamundeswari, S. 2. 2013; Iqbal, A., Aziz, F., Farooqi, T. K., & Ali, S. 2016; Kumar 2013 ) that asserted teachers' job satisfaction increase with Teachers with academic credentials report teaching as less stressful and more satisfying thanks to preparation they received at vocational schools. Teachers who lack vocational training find teaching more stressful and challenging due to lack of skills and adequate



knowledge. Besides, they report lower self-esteem and job satisfaction as a result of a lower function and status at school.

According to (Abdullah, M. M., Uli, J., & Parasuraman, B. 2009), teachers' overall job satisfaction are compared, a significant difference between MA/MSc degree holder and BA/BSc degree holder teachers were observed. This confirms that the graduate teachers were more satisfied with their overall teaching job than the non-graduates. This probably because the graduate teachers receive higher monthly income than the non-graduate teachers and they usually occupy higher positions in schools. The findings of this present study do not support that of (Abdullah, M. M., Uli, J., & Parasuraman, B. 2009), who concluded that non-graduate teachers were more satisfied than the graduate teachers.

However, the findings of this study contradict those past studies. There are different reasons for this occurrence. During FGD with teachers, they provided that there were different reasons why their lower levels of job satisfaction increase where the academic qualification increase and year of experience also increase. These are: we can't fulfill our physiological needs like shelter, clothes and exercise, the need for savings, medical scheme for them and their children; due to inadequate salary, these basic needs can be fulfilled if the teachers are employed and are provided with a salary that enables them to cope with the rising living conditions.

Besides, the teachers said that their professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by others society, and affable supervision by the principals are low because to lead their and their families lives they are busy in searching for additional income. And they didn't have a good reputation or prestige, status, recognition, and being appreciated form the society and government.

Furthermore, their dissatisfaction with their teaching whereby their academic qualification and year of experience increase is: the gap existed between their expectation after them upgrading their academic qualification and year of experience. The teachers were motivated and satisfied to work toward an outcome (goal) if they believe that their efforts will produce positive results, which is followed by a reward and promotion that is valued, making the effort expended worthwhile. However, they faced opposite outcome

During FGD with them that their job dissatisfaction increases while their academic and year of experience increase. Their dissatisfaction is related to workers expect justice, fairness and equal

treatment by their employers and immediate supervisors. They suggested that their perceptions of fair balance by comparing their situation with a co-worker, relative, neighbor, group of co-workers, or other professionals. The teachers compare the inputs they bring to the job in the form of skills, training, education, work experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire and receive from an organization, as compared to relevant other employees in the organization. Therefore, Teachers want to be treated fairly.

They further indicated that the low pay in comparison with other professional groups (e.g., lawyers, physicians, engineers, federal revenue officers, TVET trainers, agriculture officers) is a major cause of teacher dissatisfaction.

**Table 8 Comparisons of Beginner Teachers’ Salary between General and Preparatory, TVET, and Higher Education Teachers**

Qualification	At High School	At TVET	At Higher education
BA/BSC holders	3137 Birr	5615 Birr	8310 Birr
MA/MSc holders	4669 Birr	10470 Birr	10470 Birr

**Source: MOE, 2017**

From the table 14 it is possible to conclude that the salary of beginner bachelor degree holder at High School, TVET and Higher education is different even though they have the same academic qualification. Besides, master's degree holder teachers at secondary get 4669, at TVET 10470 and 10470 at Higher education. So such kind of differences according to their place where but not position creates complaints. Therefore, the government should take measure to make balance between the monthly salaries of teachers according to their academic qualification.

Table 7, also shows that statistically there is no significant relationship between age of the teachers and their lower level of job satisfaction ( $r = -.181, p > .05$ ). Also, there is no significant relationship between the career structure of teachers and their lower level of job satisfaction ( $r = -.135, p > .05$ ). This entails that in the sampled school, age and career structure of teachers are not significant determinants of teachers' low level of job satisfaction at the school.

According to (Usop 2013; Taormina, R. J., & Gao, J. H. 2013; Sahito, Z., & Vaisanen, P. (2017; Pisani, K. 2009; Ololube, N. P. 2006; Ngimbudzi, F. W. 2009; Msuya, O. W. 2016 Aziri, B. 2011), a research study conducted there is a significant relationship between age differences and career structure, and job satisfaction. Job satisfaction increases with age. However, young teachers due to their limited experience in classroom management and teaching methods, young teachers are less likely to know how to teach well, engage students, handle discipline issues and manage workload. This can mean lead to poor student-teacher communication, more stress and a desire to leave the job.

But the findings of this research were not consistent with the previous studies saying the increased level of teachers' job satisfaction with increased age. Rather, an increase in the age of teachers, increase job dissatisfaction among the teachers.

#### **4.3.1.2 Inter-correlation between Teachers low Level of Job Satisfaction Supervision**

A Pearson product-moment correlation was conducted to examine the relationship between the lower level of teachers' job satisfaction, and supervision is undertaken by junior staff, school principals and other teachers at the Addis Ketema preparatory School. Table 8 below shows the relationships between teachers' lower level of job satisfaction and being supervised

**Table 9 an Inter-correlation Matrix between Teachers Low level of Job Satisfaction and Supervision**

Correlations					
		LTJS	I am satisfied with the judgment I get from junior staff	I am happy with the Professionalism and competence I get from the school principals	I am comfortable with the Reliability of the supervision available to me as a teacher at the school
LTJS	Pearson Correlation	1	-.025	-.047	.027
	Sig. (2-tailed)		.825	.669	.804
	N		84	84	84
I am satisfied with the judgment I get from junior staff	Pearson Correlation		1	.501**	.596**
	Sig. (2-tailed)			.000	.000
	N			84	84
I am happy with the Professionalism and competence I get from the school	Pearson Correlation			1	.578**
	Sig. (2-tailed)				.000
	N				84
I am comfortable with the Reliability of the supervision available to me as a teacher at the school	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

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

Source: own survey, 2019

Table 8 above shows that there is a moderately negatively but not statistically significant correlation between teachers' satisfaction they get after being supervised by school principals ( $r=-.047$ ,  $p>0.05$ ). The effect size for school principals supervision for teachers is ( $r^2=0.0022$ , 0.22%). This implies that decrease the rate of satisfaction what the teachers get after they are supervised by school principals, increases in a low level of teachers job satisfaction. But the supervision of school principals to the teachers is not a significant associating factor for

teachers' lower level of job satisfaction. Moreover, the supervision which is undertaken by junior staff ( $-.025, p < 0.05$ ) and other teachers ( $.027, p < 0.05$ ) are not significant associating factors for the lower level of teachers' job satisfaction.

In strengthening, this statistical data (table 8) supervision is not associating factor for a lower level of teachers' job satisfaction according to Addis Ketema preparatory school. As many of the teachers indicated during the FGD session there are different kinds of supervisions to correct and empower teachers who have teaching methodology problems. Concerning this, they said that firstly, the school principals give the chance to the teachers those who have teaching methodology problems to go to other schools and visits the best experiences from there. Secondly, if there is no change in the teachers, they give the power to each department to make inbuilt supervision with each other. Third, there is also the school principals' supervision program (schedule).

The last but not the least, the supervision have been conducted by Addis Ketema sub-city supervisors. Consequently, based on the above supervision program they were trying to promote teachers' teaching methodology in general and their lower level of job satisfaction particular. Besides, through this supervision, many teachers of the school can get a good experience and knowledge from peer teachers and school principals. Hence, school principals are good at promoting a higher level of teachers' job satisfaction. Therefore, the teachers are interested in the supervision program and practice at the school so it is not associating factor for a lower level of teachers' job satisfaction.

### **4.3.1.3 Inter-Correlation between Teachers low Level of Job Satisfaction and Recognition**

A person product-moment correlation was conducted to examine the relationship between low level of teachers' job satisfaction, and rate of satisfaction of recognition getting from School Staffs, School Principals, School Colleagues, Students Parents, and Teachers' Association at the Addis Ketema preparatory School. Table 9 below shows the relationships between teachers' lower levels of job satisfaction and teachers' satisfaction on recognition.

**Table 10 an Inter-Correlation between Teachers Job Satisfaction and Recognition**

		Correlations					
		LTJS	RSS	RSP	RSC	RSP	RTA
LTJS	Pearson Correlation	1	-.115	-.019	-.038	-.169	-.006
	Sig. (2-tailed)		.296	.860	.728	.125	.956
	N		84	84	84	84	84
RSS	Pearson Correlation		1	.643**	.672**	.426**	.262*
	Sig. (2-tailed)			.000	.000	.000	.016
	N			84	84	84	84
RSP	Pearson Correlation			1	.516**	.070	.547**
	Sig. (2-tailed)				.000	.529	.000
	N				84	84	84
RSC	Pearson Correlation				1	.356**	.393**
	Sig. (2-tailed)					.001	.000
	N					84	84
RSP	Pearson Correlation					1	.348**
	Sig. (2-tailed)						.001
	N						84
RTA	Pearson Correlation						1
	Sig. (2-tailed)						
	N						
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

**NOTE:** *LTJS= Level of teachers’ Job satisfaction, RSS= Recognition getting from School Staffs, RSP= Recognition getting from School Principals, RSC= Recognition getting from School colleagues, RSP= Recognition getting from Students Parents, RTA= Recognition getting from Teachers Association of the School*

Table 10 shows that there is a negative at a low degree of correlation, but not significant, between the lower level of teachers' job satisfaction and the satisfaction teachers get from students' parents ( $r=-.169, p>0.05$ ). The effect size is ( $r^2=0.03, 3%$ ). This implies that a decrease

in teachers' satisfaction getting from students parents' increase in a low level of teachers' job satisfaction.

Table 9 also shows that there is a negative at a low degree of correlation, but not significant, between the lower level of teachers' job satisfaction, and the satisfaction teachers get from school staff ( $r=-.115$ ,  $p>0.05$ ). The effect size is ( $r^2=0.013$ , 1.3%). This implies that the decrease in teachers satisfaction getting from school staff, an increase in the lower level of teachers' job satisfaction.

Finally the same table above indicated that there are negative at a low degree of correlation, but not significant, between the lower level of teachers' job satisfaction and the satisfaction teachers get from school colleagues ( $r=-.038$ ,  $p>0.05$ ), school principals ( $r=-.019$ ,  $p>0.05$ ) and teachers association of the school ( $r=-.006$ ,  $p>0.05$ ). The effect sizes for school colleagues, school principals and teachers association are ( $r^2=0.0014$ , 1.4%), ( $r^2=0.000$ , 0%) and ( $r^2=0.000036$ , 0.0036%) respectively. These imply that a decrease in teachers' satisfaction getting from school colleagues, school principals and teachers association, increase in the lower level of teachers' job satisfaction. However, teachers' recognition getting from school colleagues, school principals, and teachers association is not associating determining factors for a lower level of teachers' job satisfaction at the school because overall  $p>0.05$  for each independent variable.

Recognition at the workplace has to do with appreciating employee's effort (Mengistu, G. K. '2012). It is acknowledging of employee accomplishment. Recognition can occur both in the verbal, promotion and intangible reward (Boucaud, A. A., 2017). When an employee is recognized through promoted to a more challenging and more demanding job, they feel trusted and their contributions valued in the organization. Akali, (2010) found out that factors that affect teachers' job satisfaction and performance included pay, recognition and work conditions. Njoroge (2011), indicated that compensation, recognition, supervision, promotion, work conditions, and training affect job satisfaction among primary teachers in the Mombasa municipality, the research nevertheless does not indicate how much promotion influences job satisfaction. Hence, in consistence with these past studies and the results of this study recognition has the power to satisfy or dissatisfy teachers' job. But, in this study recognition was not a statistical significant associating factor for a lower level of teachers' job satisfaction. Also, the effect size was very low.

### 4.3.1.4 Inter-correlation between Teachers lowers Level of Job Satisfaction and Promotion

A person product-moment correlation was conducted to examine the relationship between low level of teachers' job satisfaction, and rate of teaches' promotion satisfaction getting from the school principals', satisfaction of teachers on Fairness in present promotion scheme of the school, teachers' satisfaction on Rewards of any Performance of the school' and happy feelings of teachers on Service Delivery of the school at the Addis Ketema preparatory School. Table 10 below shows the relationships between teachers' low level of job satisfaction and teachers' satisfaction on promotion.

**Table 11 an Inter-Correlation between Teachers Low-Level Job Satisfaction and Promotion**

		Correlations				
		LTJS	PSP	FP	RP	SD
LTJS	Pearson Correlation	1	.039	-.076	-.084	-.155
	Sig. (2-tailed)		.727	.490	.448	.160
	N	84	84	84	84	84
PSP	Pearson Correlation	.039	1	.577**	.463**	.518**
	Sig. (2-tailed)	.727		.000	.000	.000
	N	84	84	84	84	84
FP	Pearson Correlation	-.076	.577**	1	.463**	.449**
	Sig. (2-tailed)	.490	.000		.000	.000
	N	84	84	84	84	84
RP	Pearson Correlation	-.084	.463**	.463**	1	.809**
	Sig. (2-tailed)	.448	.000	.000		.000
	N	84	84	84	84	84
SD	Pearson Correlation	-.155	.518**	.449**	.809**	1
	Sig. (2-tailed)	.160	.000	.000	.000	
	N	84	84	84	84	84

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



**Note: LTJS= Level of teachers' Job satisfaction, PSP= promotion I get from the school principals' FP= Fairness in present promotion scheme of the school' RP= Rewards of any Performance of the school' SD= Service Delivery of the school**

As table 11 indicated that happy feelings of teachers on Service Delivery of the school ( $r=-.155$ ,  $p>0.05$ ), rewards of any Performance of the school given towards ( $r=-.084$ ,  $p>0.05$ ), satisfaction of teachers on fairness in the present promotion scheme of the school ( $r=-.076$ ,  $p>0.05$ ) are negatively correlated, and but not statistically significant, between lower level of teachers' job satisfaction. These imply a decrease in happy feelings of teachers on Service delivery of the school, rewards given to any performance of the teachers, and satisfaction of teachers on fairness in the present promotion scheme of the school, an increase between lower levels of teachers' job satisfaction. So, these independent variables are not significant correlating factors for a lower level of teachers' job satisfaction at the school.

Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job satisfaction (Abdu, N., & Nzilano, J. L. 2018; Alemayehu 2012; Gana, A. B., Bukar, A. G., & Kadai, Y. M. 2011; and Khan, T., & Mishra, G. P. 2013). The reliance on the positive correlation between promotion and job satisfaction is on perceived justice by workers. A significant facet of the career of an employee is a promotion that affects other aspects of the experience of work. They make up a vital facet of the mobility of labor related to workers, most frequently having a considerable increment of wages (Malik, M. E., Danish, R. Q., & Munir, Y. (2012; Mangaleswarasharma, R. 2017; and Msuya, O. W. 2016).

According to this study results, the promotion has less explanatory power because the Pearson-moment correlation coefficient of this variable is not significant. That's why it is directly related to job Satisfaction but the impact of it is not significant so we can say that promotion is not associating factor for a lower level of teachers' job satisfaction in the study area. And, this study consistent with the aforementioned past studies.

#### **4.3.1.5 Inter-Correlation Matrix between Teachers Lower Level of Job Satisfaction and Interpersonal Relationships**

A person product-moment correlation was conducted to examine the relationship between low levels of teachers' job satisfaction, and teachers' satisfaction with school colleagues, students discipline, school directors (principals), students and involvement of students' parents the

Addis Ketema preparatory School. Table 11 below shows the relationships between teachers' low level of job satisfaction and teachers' satisfaction on interpersonal relationships.

**Table 12 an Inter-Correlation between Teachers Job Satisfaction and Interpersonal Relationships**

		Correlations					
		LTJS	RC	SD	SDI	RS	IP
LTJS	Pearson Correlation	1	-.485**	-.430**	-.506**	-.461**	-.530**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	84	84	84	84	84	84
RC	Pearson Correlation	-.485**	1	.928**	.820**	.901**	.936**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	84	84	84	84	84	84
SD	Pearson Correlation	-.430**	.928**	1	.749**	.850**	.868**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	84	84	84	84	84	84
SDI	Pearson Correlation	-.506**	.820**	.749**	1	.677**	.827**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	84	84	84	84	84	84
RS	Pearson Correlation	-.461**	.901**	.850**	.677**	1	.845**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	84	84	84	84	84	84
IP	Pearson Correlation	-.530**	.936**	.868**	.827**	.845**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	84	84	84	84	84	84

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

**LTJS= Level of Teachers' Job Satisfaction, RC= Relationship with school Colleagues, SD=Students Discipline, SDI= School Directors, RS= Relationships with Students and IP= Involvement of Students' Parents**

As table 12 revealed that teachers' satisfaction with interpersonal relationship with Involvement of Students' Parents is negatively and significantly at moderate degree correlated ( $r=-.530$ ,  $p<0.01$ ) with teachers lower level of job satisfaction. The effect size ( $r^2=0.2809$ , 28% approx).

This implies that a decrease in teachers' satisfaction concerning the interpersonal relationship with the involvement of students' parents, increase the lower level of teachers' job satisfaction.

Also, the same table above result shows that teachers' satisfaction concerning an interpersonal relationship with the school's director is negatively and significantly at moderate degree correlated ( $r=-.506$ ,  $p<0.01$ ) with teachers' lower level of job satisfaction. The effect size ( $r^2=0.256$ , 26% approx). This implies that a decrease in teachers' satisfaction with interpersonal relationship with the school's director (principals), increase low level of teachers' job satisfaction.

The above table 11 result indicated that teachers' satisfaction with interpersonal relationships with school colleagues is negatively and significantly at a moderate degree correlated ( $r=-.485$ ,  $p<0.01$ ) with teachers lower level of job satisfaction. The effect size ( $r^2=0.23$ , 23% approx). This implies that a decrease in teachers' satisfaction with interpersonal relationship with school's colleagues, increase the low level of teachers' job satisfaction. Besides, the same table revealed that the teachers' satisfaction with interpersonal relationship with Students is negatively and significantly at moderate degree correlated ( $r=-.461$ ,  $p<0.01$ ) with teachers low level of job satisfaction. The effect size ( $r^2=0.21$ , 21% approx). This implies that a decrease in teachers' satisfaction within the interpersonal relationship with students, increase the low level of teachers' job satisfaction.

The last but not the least Pearson product-moment correlation analysis was conducted to determine the correlation between teachers' lower level of job satisfaction, and teachers' happiness with interpersonal relationship with Students' discipline. The overall score of students disciplines negatively and significantly at a moderate degree correlated ( $r=-.430$ ,  $p<0.01$ ) with teachers low level of job satisfaction. The effect size ( $r^2=0.18$ , 18% approx). This implies that a decrease in teachers' satisfaction with interpersonal relationship with students' discipline, increase low level of teachers' job satisfaction. Therefore, general decreases in an interpersonal relationship with different stakeholders at the school, an increase in the lower level of teachers' job satisfaction. These imply that lower level of interpersonal relationship with different personnel at the school is associating factor for a higher level of teachers' job dissatisfaction.

FGD with teachers revealed that dissatisfaction with school principals was specifically mentioned. The teachers expressed the view that they were excluded from decision-making in

the school. During meetings, our school leaders do not accept our suggestions or discuss the issues on the agenda, other than their issues. They also autocratically decide whatever they want. They do not listen to others' suggestions, act as mentors, and understand the teachers' problems. This is because they become principals because of their political views. There is a knowledge gap between the administrators and the teachers. We believe they are not competent enough to support and evaluate teachers' academic matters.

Concerning Interpersonal relationships with the parents teachers reported that the parents of the students were very little involved in their children's learning. There is no close relationship between the parents and the teachers. Only a few parents come to school and address their issues with the school principal. Parental involvement is a neglected area. When you call meetings, you find that about 30 or 40 parents attend. The teachers and the parents do not have much of a relationship. The parents of the students only come to school at the beginning of the school academic year to register their children. The parents do not volunteer to participate in school meetings. If there were a good relationship, we would have been able to solve student-family-related problems. For example, in one of my classes, I observed one student repeatedly misbehaving. I tried to follow up on this student and found that he had family-related economic problems.

Concerning students- teachers' relationship, the teachers during FGD told that Student disciplinary problems were a serious matter from time to time. This causes us to feel demoralized. There were instances where the students were aggressive and beat their teachers. You work hard for your prepare lessons for your students, and then in class, you have students who are noisy, talk all the time, and who say nasty things to their classmates and you. The school leaders are not committed to solving the problem. A few students are hopeful about the future. The majority of the students do not have any interest in learning. One of the most prominent factors that dissatisfy me is the students' lack of basic knowledge and skills in their subjects. They do not follow their lessons attentively, and their reading and studying culture have diminished to a stage where many students rely on cheating during examination sessions.

### 4.3.1.6 An Inter-correlation Matrix between Teachers Lower Level Job Satisfaction and Environment/Working Condition of the School

A person product-moment correlation was calculated to describe the relationship between teachers lower levels of job satisfaction, and teachers' satisfaction concerning staffroom environment, department office members, classroom environment, library environment, laboratory class environment, provision of housing by government and the school surrounding environment. Table 13 below shows if any relationships between teachers' lower level of job satisfaction, and teachers' satisfaction concerning the working condition/environment of the school.

**Table 13 an Inter-Correlation between Teachers Job Satisfaction and Working Condition/Environment**

		Correlations							
		LTJS	SRE	DO	CR	LE	LC	PHG	SSE
LTJS	Pearson Correlation	1	.095	.059	.148	-.036	.024	-.622**	-.581**
	Sig. (2-tailed)		.388	.591	.179	.745	.830	.000	.000
	N		84	84	84	84	84	84	84
SRE	Pearson Correlation		1	.838**	.540**	.438**	.341**	.004	.015
	Sig. (2-tailed)			.000	.000	.000	.002	.968	.895
	N			84	84	84	84	84	84
DO	Pearson Correlation			1	.422**	.425**	.410**	.003	.014
	Sig. (2-tailed)				.000	.000	.000	.976	.898
	N				84	84	84	84	84
CR	Pearson Correlation				1	.550**	.514**	-.104	-.087
	Sig. (2-tailed)					.000	.000	.347	.432
	N					84	84	84	84
LE	Pearson Correlation					1	.752**	-.112	-.115
	Sig. (2-tailed)						.000	.312	.298
	N						84	84	84
LC	Pearson Correlation						1	-.146	-.142
	Sig. (2-tailed)							.185	.199
	N							84	84
PHG	Pearson Correlation							1	.972**
	Sig. (2-tailed)								.000
	N								84
SSE	Pearson Correlation								1
	Sig. (2-tailed)								
	N								

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

**Note: SRE= Staff Room Environment, DO=department Office, CR=class Room Environment, LE= Library Environment, LC=laboratory Class, PHG= Provision of Housing by Government and SSE= the School Surrounding Environment**

Correlations were calculated to describe the relationships between teachers' lower levels of job satisfaction and teachers' satisfaction concerning staffroom environment, department office, classroom environment, library environment, laboratory class environment, provision of housing by government and the school surrounding environment. (Table12). Correlation coefficients were as follows: staff room environment ( $r=.095$ ,  $p>0.05$ ), department Office( $r=.059$ ,  $p>0.05$ ), class Room Environment( $r=.148$  $p>0.05$ ), Library Environment( $r=-.036$ ,  $p>0.05$ ), laboratory Class( $r=.024$ ,  $p>0.05$ ). These indicated that the increase in these three independent variables increases in the lower level of teachers' job satisfaction. However, these attributes are not statistically significant determining to associate factors for a lower level of teachers' job satisfaction at the school because ( $p>0.05$ ).

However, the Provision of Housing by Government ( $r=-.622^{**}$ ,  $p<0.05$ ) and the School Surrounding Environment( $r=-.581^{**}$ ,  $p<0.05$ ) are negatively correlated at moderate degree to a lower level of teachers' job satisfaction. These imply that a decrease in the Provision of Housing by Government, and School Surrounding Environment, increase the lower level of teachers' job satisfaction. From these, we can conclude that the Provision of Housing by Government and School Surrounding Environment are statistically determining associating factors for lower levels of teachers' job satisfaction at the school.

The housing position of Addis Ababa indicates that housing shortage, poor quality of housing and poor living and working environment have remained as critical problems for the majority of the population for more than 30 years. During FGD with teachers, most of them revealed that the provision of housing for teachers is not common in Ethiopia and was commented on by a significant number of teachers and directors as being a major issue. Teachers often found it difficult to afford reasonable housing. Most teachers are not provided with housing. This is a major complaint of teachers. However, there is growing recognition of the importance of teachers' housing. Moreover, they indicated that provision of house by government might not be an obligation of government, and rights of teachers, but what the question here is unfair execution of government about house provision to the teachers. In the selection of 2017 house selection, different teachers got houses, and they lead a good life and are being secured.

However, the remaining numbers of teachers haven't their own house, but they are living at rent. And these teachers are not equal with teachers who had got house mentally, physically, economically, spiritually. The provision of house by government had created economic imbalance between teachers. Another issue which is related to provision of house by government is political game concerning teachers housing.

Working conditions play a very central role in influencing job satisfaction of any employee. Sims, S. (2017). asserts that employees would feel satisfied in their jobs if they are working in a clean and orderly workplace, with adequate tools and equipment, acceptable levels of environmental quality, temperature, humidity, and noise. The surrounding in which people work should not be that which poses a threat to the workers' lives; when that is the case then the employer should ensure that there are safety measures in place to ensure that the hostile conditions are tamed.

According to Alhazmi, F. (2012), in the teaching fraternity, issues about working conditions have been raised. The nature of the geographical location of the school; the climatic conditions, the school's relations with the local community, availability of well-equipped classrooms to facilitate teaching and learning, availability of a well-equipped library, proper housing and sanitary facilities, water and electricity, and security are matters of great concern to the teachers (Mengistu, G. K. (2012). Inconsistent with these past findings and the findings of this study working condition was not statistically significant associating factor for the lower level of teachers' job satisfaction in the study area.

Moreover, during FGD with teachers, the external environment can contribute to a lower level of teachers' job satisfaction. In line with this idea, said:

*Most of the time, non-institutional factors that greatly affect teachers' job satisfaction are (i) sound released from plank and mill homes; generator from telecommunication and different hotels; smaller and bigger stages (bus station), train. (ii) Bad smell from the sewages of hotels. In addition to these, the school is surrounded by cocaine, chat, bar and restaurant, tavern, kiosks, illegal traders, street children, peddlers, and prostitution. So, these factors contributed to their role to reduce teachers' job satisfaction*

From the views of the expert above, it is possible to infer that the school is surrounded by full of problems such as addicting drug shops, chat, illegal traders, bar and restaurant, tavern, kiosks, illegal traders, street children, peddler, and prostitution. Also, organization and management vice-principal of the school added different students went to chat and cocaine

homes, bar and restaurant to drink alcoholic beverage especially afternoon school. The school principals get both male and female students at the homes as mentioned above at different times.

Besides this response, another teacher during FGD strengthened the above statement by stating, "The location is where the school is found exposed to trading than learning. Because of this reason many students, most of the time select to go to the market especially afternoon class instead of learning." Furthermore, another teacher from FGD added that most of the students look today other than tomorrow. Because of this, so many times students request permission not to come to school in the afternoon class.

Absenteeism is high in the afternoon class than morning class because of the reasons as mentioned above; the teachers couldn't achieve what they planned. Due to these facts, the academic achievements of the student became low because they missed afternoon classes and exams. In addition to other factors which are mentioned above, these environmental factors are also associating factors for a lower levels of teachers' job satisfaction.

### **4.3.2 External Factors Associated with Teachers Low Level of Job Satisfaction at the Study Area**

#### **4.3.2.1 An Inter-correlation Matrix between Teachers Lower Level of Job Satisfaction and Their Salary**

A person product-moment correlation was conducted to examine the relationship between teachers low levels of job satisfaction, and teachers' satisfaction with regard to adequacy of their salary, to measure of competency, to cover their basic needs, fringe benefits, their academic qualifications, to cover their medical scheme, compatible with their workload, and their work experience. Table 13 below shows the relationships between teachers' low level of job satisfaction and teachers' satisfaction with their salary adequacy.



**Table 14 an Inter-Correlation Matrix between Teachers Job Satisfaction and Their Salaries**

		Correlations							
		LTJS	SMC	SBN	FB	SQ	MS	SWL	SWE
LTJS	Pearson Correlation	1	-.627**	-.554**	-.633**	-.549**	-.559**	-.552**	-.633**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N		84	84	84	84	84	84	84
SMC	Pearson Correlation		1	.903**	.996**	.922**	.903**	.897**	.996**
	Sig. (2-tailed)			.000	.000	.000	.000	.000	.000
	N			84	84	84	84	84	84
SBN	Pearson Correlation			1	.906**	.845**	.990**	.954**	.906**
	Sig. (2-tailed)				.000	.000	.000	.000	.000
	N				84	84	84	84	84
FB	Pearson Correlation				1	.923**	.906**	.899**	1.000**
	Sig. (2-tailed)					.000	.000	.000	.000
	N					84	84	84	84
SQ	Pearson Correlation					1	.840**	.887**	.923**
	Sig. (2-tailed)						.000	.000	.000
	N						84	84	84
MS	Pearson Correlation						1	.945**	.906**
	Sig. (2-tailed)							.000	.000
	N							84	84
SWL	Pearson Correlation							1	.899**
	Sig. (2-tailed)								.000
	N								84
SWE	Pearson Correlation								1
	Sig. (2-tailed)								
	N								

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

**Note: LTJS= level of teachers' job satisfaction, SMC= salary measure of Competency, SBN= salary and Basic needs, FB= fringe benefits, SQ= Salary and Qualifications, MS= medical scheme, SWL= Salary and workload, SWE= salary and work experience.**

As seen in table 14 above result shows that the relationship between the lower level of teachers' lower level of job satisfaction, and if any relationship between their salary and work experience of the teachers ( $r=-.633$ ,  $p<0.01$ ). Which means that salary and work experience have a significant linear relationship? The effect size is ( $r^2=0.40$ , 40%). From this result, we can infer that the decrease of the adequacy of teachers' salaries to compatible with their work experience, teachers' lower level of job satisfaction becomes high. Therefore, the inadequacy of teachers' salary concerning their workload is statistically negative and high degree determinant associating factor for the teachers' low level of their job. This implies that the inadequacy of teachers' salary concerning their work decrease, the teachers' lower level of job satisfaction gets high.

The same table above result shows that negative but at high degree correlation between the adequacy of teachers fringe benefits ( $r=-.633$ ,  $p<0.01$ ) and teachers' lower level of their job satisfaction. The effect size is ( $r^2=0.40$ , 40%). This implies that the inadequacy of teachers' salary with their fringe benefits decrease, the teachers' lower level of job satisfaction gets high.

A correlation was also found between teachers lower levels of job satisfaction, and whether the salary measure of their Competency, cover their Basic needs, compatible with their academic Qualifications, covers their medical scheme, related to their workload. The correlation between these variables came out to be ( $r=-.627^{**}$ ,  $p<0.01$ ), ( $r=-.554^{**}$   $p<0.01$ ), ( $r=-.554^{**}$   $p<0.01$ ), ( $r=-.549^{**}$ ,  $p<0.01$ ), ( $r=-.559^{**}$ ,  $p<0.01$ ), and ( $r=-.552^{**}$ ,  $p<0.01$ ) respectively. These independent variables are negatively but at a high level correlated to the lower level of teachers' job satisfaction. These imply that all these independent variables decrease, the lower level of teachers' job satisfaction increase. So these attributes are statistically significant associating factors for downsizing of teacher job satisfaction in the study area.

Following the above, different studies show that the provision of low salaries can seriously impair the teachers' job satisfaction. In their study on job satisfaction among school teachers level of satisfaction with their pay was below average, and most of them believed that they were not earning what they deserved. Thus, teachers had to turn to provide additional private tuition to meet their financial needs (Admasu 218).

In another study on the job satisfaction (Ololube, N. P. 2006; Ariffin, A. H., Hashim, H., & Sueb, R. 2013; Alhazmi, F. 2012) indicated that an inadequate and irregular salary was one of the most frequently mentioned factors causing the job dissatisfaction of academics: 76% of the participants expressed the view that inadequate salary was the main source of their discontent. Boucaud, A. A. (2017) Postulated that Ugandan academics were forced to take on other jobs because of their inadequate salaries, thereby limiting their allegiance to their employer, and reducing their commitment to their organization.

Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards higher-order needs such as achievement, responsibility, or their esteem-needs (Concialdi, C. 2014). The researchers also indicated that the rate of increase in the teachers' salaries and allowances was low in comparison to the rate of inflation in the country. Also, they were poor when compared with those of workers in the private sector. The employees' perceptions of inequity concerning salary may result in dissatisfaction (Pasztor, J., & Valent, S. 2016)

If the employees of an organization, such as a school, perceive the different levels of their salaries as unfair, they may be dissatisfied (Kim, 2005:668). The low and unfair teacher salaries increasingly make conditions difficult to fulfill in their basic needs and to cope with their financial obligations and the expectations from their families. Hence the teachers become frustrated and therefore dissatisfied with their careers (Stankovska 2017). More of the teachers who quit teaching because of their dissatisfaction with their jobs mentioned their low salaries as the main cause (Bustamam, 2014). The teachers' low salaries and the lack of incentives would cause teachers to become engaged in other income-generating activities, which may limit their commitment to their schools. Moreover, it would lead to absenteeism and would motivate teachers to leave the profession. The perceived low salary also affected the professional status of teaching within that community (Dulebohn, 2009).

During focus group discussions with teachers, most of them revealed that inappropriate salaries payment systems were mentioned. Their low salaries were the most significant and most-often mentioned cause of de-motivation and low morale. And they added that the salary a teacher was paid was not enough to support a family. It was more difficult for teachers in Addis Ababa who had to cope with high accommodation, house rent, and transport costs.

Regarding pay comparisons with other professions, the teachers' responses during FGD showed that teacher salaries were not comparable to that of other professions and sectors. Accordingly, salary inequalities between teachers and non-teachers were the most predominant source of dissatisfaction with teachers in Addis Ketema preparatory school. As argued by teachers during FGD the level of low pay provisions as compared to other professions, such as bankers, auditors, health officers, TVET teachers, federal revenue officers etc, was a major cause of teachers' job dissatisfaction. High demand is being placed on teachers to provide quality education to the students. In the teachers' views, they are required to do more but are rewarded less. Despite the increased demands, as argued by Pisani, K. (2009), teachers' salaries were below those of other professionals with comparable education and training. The failing salaries, coupled with a rising cost of living, meant that many teachers were unable to meet the demands of their basic needs.

As argued by Curtis, E. et al. (2015) when the teachers' living standards are so low, it may happen that they do not give priority to their teaching responsibilities. Thus, unless the salaries of all the teachers were market-related and consistent with the teachers' experiences and qualifications and the salary level of other professions, teachers may not strive towards the desired student outcomes, namely quality education, and reaching their teaching responsibilities. Therefore, this study consistent with the past studies which investigated the correlation of the lower level of salary creates a higher level of teachers' job dissatisfaction.

Besides, during FGD revealed that we teachers, with the present cost of living, cannot overcome the high burden and we are unable to accomplish our daily activities properly. The rising house rent, the cost of food items, transportation costs, etcetera, are out of our control...all these things are discouraging. Imagine, you are living from your students' kitchen, and you go to class without having had breakfast. And yet you are supposed to teach and guide the students. The teachers' lifestyle has a direct negative impact on the teachers' job satisfaction.

The teachers indicated that only a few of them were able to meet their basic needs by the end of each month. When all the costs were covered, there was nothing left. To overcome this challenge some teachers generated an additional income for their families to survive. This has serious implications for the teachers' classroom performances, and the quality of education that they provided. It also affects their commitment to educational reforms and values. Moreover,

they said that their poor salary influenced their day-to-day activities. They were forced to involve themselves in other part-time activities. If they had enough money, they could use this time to prepare lessons. They were aware that time was being misused by them in being absent from class, but teaching cannot fulfill their basic needs and to survive they need to be involved in other activities. We knew that extra work impacts on my regular teaching.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary of the Findings

The main objective of this study was to assessing correlation between internal & external factors affecting teachers' job satisfaction: the case of Addis Ketema Preparatory School.

This study used both descriptive survey and correlation methods. The data collected from the closed ended questionnaires were analyzed and interpreted by using different statically tools such as frequency, percentage, mean, and standard deviation and Pearson product momentum. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated. On the basis of the analysis made on the data gathered through the questionnaires and FGD, the major findings of the study are summarized as follows:

As the findings of this study show that Addis Ketema Preparatory teachers had lower level of job satisfaction. One of the most important findings of this study is that there is a positive relationship between teachers' lower level of job satisfaction and their year of experience. This finding indicated that when teachers teaching experience increases, the lower level of teachers' job satisfaction also increases. Therefore, teachers' experience year is statistically and significant determinant factor for lower levels of teachers job satisfaction.

Besides, the result of this study showed that there is a statistically significant and positive degree correlation ship between teachers' lower level of job satisfaction, and overall academic qualification ( $r=.510^{**}$ ,  $p<.01$ ). This means that as teachers lower level of job satisfaction increases, so does their academic qualification. Therefore, the teachers' academic qualification is a significant determinant for a lower level of teachers' job satisfaction in the study area.

The findings of this study show that statistically there is no significant relationship between age and the career structure of the teachers and their lower level of job satisfaction. This entails that in the sampled school, age and career structure of teachers are not significant determinants of teachers' low level of job satisfaction at the school.

A person product-moment correlation and finding from FGD showed that decrease the rate of satisfaction what the teachers get after they are supervised by school principals, increases in a low level of teachers job satisfaction. But the supervision of school principals to the teachers is not a significant associating factor for teachers' lower level of job satisfaction.

The findings of this study revealed that a decrease in teachers' satisfaction getting from school colleagues, school principals and teachers association, increase in the lower level of teachers' job satisfaction. However, teachers' recognition getting from school colleagues, school principals, and teachers association is not associating determining factors for a lower level of teachers' job satisfaction at the school because overall  $p > 0.05$  for each independent variable.

A person product-moment correlation was conducted to examine the relationship between low level of teachers' job satisfaction, and rate of teaches' promotion satisfaction getting from the school principals', satisfaction of teachers on Fairness in present promotion scheme of the school, teachers' satisfaction on Rewards of any Performance of the school' and happy feelings of teachers on Service Delivery of the school at the Addis Ketema preparatory School. Therefore, the findings of this study showed that the relationships between teachers' low level of job satisfaction and teachers' satisfaction on promotion were not statistically correlated.

As of this study result indicated that, in general decreases in an interpersonal relationship with different stakeholders at the school, an increase in the lower level of teachers' job satisfaction. These imply that lower level of interpersonal relationship with different personnel at the school is associating factor for a higher level of teachers' job dissatisfaction.

A person product-moment correlation and finding from FGD there is relationship between lower levels of teachers' job satisfaction, and teachers' satisfaction with school colleagues, students' discipline, school directors (principals), Students and Involvement of Students' Parents the Addis Ketema preparatory School. The finding showed that the negative and statistically significant correlation between teachers' lower level of job satisfaction and teachers' satisfaction on interpersonal relationships. Thus, absence of good interpersonal relationship is correlating factor for lower level of teachers' job satisfaction.

The results of this study showed that there were relationship between teachers' lower levels of job satisfaction and provision of housing by government, and the school surrounding environment. Hence, the findings of this research revealed that statistically significant and negative correlation between teachers' lower level of job satisfaction, and provision of housing by government and the school surrounding environment. Thus, lack of provision of housing by government, and the school surrounding environment are significant correlating factors for lower level of teachers' at the school.

The findings of this study indicated that the staff room environment, department Office, correlation classroom environment, library environment, laboratory class increase in these three independent variables increases in the lower level of teachers' job satisfaction. However, these attributes are not statistically significant determining to associate factors for a lower level of teachers' job satisfaction at the school because ( $p > 0.05$ )

As seen from the results of this study, the decrease of the adequacy of teachers' salaries to compatible with their work experience, teachers' lower level of job satisfaction becomes high. Therefore, the inadequacy of teachers' salary concerning their workload is statistically negative and high degree determinant associating factor for the teachers' low level of their job. This implies that the inadequacy of teachers' salary concerning their work decrease, the teachers' lower level of job satisfaction gets high.

The same study finding results shows that negative but at high degree correlation between the adequacy of teachers' fringe benefits and teachers' lower level of their job satisfaction. This implies that the inadequacy of teachers' salary with their fringe benefits decrease, the teachers' lower level of job satisfaction gets high.

A person product-moment correlation and FGD were conducted to examine the relationship between teachers low levels of job satisfaction, and teachers' satisfaction with regard to adequacy of their salary, to measure of competency, to cover their basic needs, fringe benefits, their academic qualifications, to cover their medical scheme, compatible with their workload, and their work experience. The result of this study showed statistically significant and negatively correlation between teachers' low level of job satisfaction and teachers' satisfaction with their salary adequacy. So, inadequacy of salary was statistically significant determining factor for teachers' lower level of job satisfaction.

## 5.2 Conclusion

Job satisfaction is a basic and important aspect in effectiveness, efficiency and productivity of any profession. The descriptive and inferential statistical technique revealed that teachers have a low level of job satisfaction in the study area. This result expresses the real magnitude of the problem and identifies areas which need special attention like the improvement of the job characteristics of dimension (pay, fringe benefits, promotion opportunities in service training and professional growth)

Moreover, teachers' educational qualification and experience has a significant relation with job satisfaction. Because of inadequate promotion achieved after working a lot of years and upgrading educational status, teachers will lose motivation, decrease their commitment, psychologically withdraw from the profession very early.

According to the findings of the study, the supervision program is not a significant factor for teachers' low level of job satisfaction. But the interpersonal relationship with involvement of the students' parents, school principals, students' discipline play a significant role in increasing teachers' low level of job satisfaction.

As the results of the study indicated that inadequacy of teachers' salary concerning their work load and teaching experience is statistically negative and a high degree determinant factor for teachers' lower level of job satisfaction. These all associating internal and external factors hinder teachers' effort and productivity in the study areas.

## 5.3 Recommendations

To direct the teaching learning process in a better way, the school practices on teachers' job satisfaction should be improved. Therefore, in order to sustain the quality of education, to better use teachers' knowledge and skills and to improve student achievement, the following recommendations are forwarded to all concerned academic staffs (school principals, Addis Ketema sub-city education offices, and Addis Ababa City administration education bureau).

Addis Ketema sub-city education offices should make special attention for teachers' job satisfaction and their commitment in the job. The attention area should focus on the teachers' job satisfaction and commitment like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable promotion, in the area of professional responsibility...etc. This helps the teachers to increase the level of job satisfaction as well as to maximize their level of commitment on achievement of students.



Addis Ketema sub-city education office and Addis Ababa City administration education bureau should be more focus on external factors of teachers' job satisfaction rather than internal factor of job satisfaction because the external factors were more influence than internal factors on the teachers' job satisfaction. As finding indicated that external job satisfaction is relatively more associating factor than internal factor of job dissatisfaction. Therefore, Addis Ketema sub-city education office and Addis Ababa City administration education bureau work together with other governmental sectors, non-governmental organization and local community to enhance teachers' job satisfaction in the job.

Finally, as the finding of this study revealed that the non-school factors are a chronic problem for teachers' job dissatisfaction. Therefore, the school in collaboration with woreda, sub-city administrator and education offices, and education bureau should build a permanent a police station in front of the school to make the area safe and healthy.

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## Appendices

ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND LANGUAGE EDUCATION

DEPARTMENT OF CIVICS AND ETHICAL STUDIES

### Appendices 1: Guide Line Questions for teachers

Dear respondents,

This survey research aim was assessing correlation between internal and external factors affecting teachers' job satisfaction at Addis Ketema preparatory school for partial fulfillment of requirements for obtaining master degree in civics and ethical education. The researchers sincerely requests you to fill in the important information in this questionnaire. Please answer the question as honest as possible, truthful response would provide strong. The questions are answered anonymously and for research purposes only. The answers to the questions will be treated strictly confidential. Do not provide your name. I assure you that all response will be held strictly confidential. Please answer the questions either by choosing the appropriate.

I appreciate your time and generosity.

## Part 1: Demographic Characteristics of Respondents

Please indicate your choice by making an **X** on the relevant answer.

1. Gender:

Male  Female

2. Age:

21-29  30-39  40-49  50 +

3. Your years' experience as a teacher

5 or less  6 – 10  11 – 15  16– 20  23 or more

4. your career level structure

Beginners  junior  Proper  Senior  Associate  Leader

Higher leader I  Higher leader II  Higher leader III

4. Your current academic qualification

Diploma  BA/BE/BS degree  MEd/MSc degree  PhD

5. Please rate your level of Teachers' job satisfaction on the current job.

Very high  High  Medium  Low  Very low

## Part II: Questionnaire Guide Line Questions for 96 Teachers

Please complete the questions honestly.

The following is an order of motivational factors related to your job. Each factor is divided into a number of sub-items based on their categories. You are kindly requested to tick most appropriate number that best shows how satisfied/dissatisfied you are with your job. Please indicate to what extent you agree or disagree. Indicate your answer by indicating an X for the response of your choice on the number in the box on the right. The numbers have the following meaning:

**1= strongly disagree, 2 = Disagree, 3 = undecided, 4=Agree, 5 = strongly agree**

Table 1 Salary Related Questions

Item	Questions	1	2	3	4	5
1	My present salary as a measure of my Competence					

2	My salary covers all my basic needs					
3	My present fringe benefit					
4	My salary compares well with my qualification(s)					
5	Medical scheme					
6	My salary compares well with my workload					
7	My salary is appropriate for my experience					

Table 2 Supervision Related Questions

Item	Questions	1	2	3	4	5
1	I am satisfied with the judgment I get from junior staff					
2	I am happy with the Professionalism and competence I get from the school					
3	I am comfortable with the Reliability of the supervision available to me as a teacher at the school					

Table 3 Recognition Related Questions

Item	Recognition for my work by	1	2	3	4	5
1	I am satisfied with recognition I get from the school staffs					

2	I am satisfied with recognition I get from the school principals					
3	I am happy with recognition I receive from the school Colleagues					
4	I am happy with recognition I receive from the students parents					
5	I am satisfied with recognition I get from the teachers association of the school					

**Table 4 Promotion related Questions**

Item	Questions	1	2	3	4	5
1	I am happy with the Chances of promotion I get from the school principals					
2	I feel satisfied with the Fairness in present promotion scheme of the school					
3	I feel satisfied with the rewards of any performance of the school					
4	I feel comfortable with the current scheme of service delivery of the school					

**Table 5 Working Conditions/Environment Related Questions**

Item	Questions	1	2	3	4	5

1	I feel satisfied with the staff room environment					
2	I feel comfortable with the department offices					
3	I feel happy with the class room environment					
4	I am satisfied with the Library environment for reading and borrowing books					
5	I am satisfied with the Laboratory class room					
6	I am happy with the Provision of housing by the government					
7	I am happy with the School surrounding environment					

**Table 6 Questions Related To Interpersonal Relationships**

Item	Questions	1	2	3	4	5
1	The relationships with colleagues enhance my teaching					
2	I am satisfied with the student discipline					
3	I have professional friendly relations with my school director					
4	My good relations with students keep me in teaching					
5	In my school the parents are involved in their children's learning					

### Open Ended Questions for Teachers

According to your opinion what are major factors in your school environment that give you the most satisfaction.

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As you are the teacher of this school, would you mention briefly the factors in your school environment that dissatisfies you the most.

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## Appendix 2

### Focus Group Discussion Guide Line Questions for 8 Teachers

1. How do you feel about your salary?
2. How do you evaluate the fringe benefits of your work, e.g. the allowances given to you?
3. How do you view the promotion opportunities you have?
4. How do you feel about the administrative support at your school?
5. How do you experience the leadership practices at your school?
6. How do you experience the recognition you get from education leaders?
7. How do you feel about your workload?
8. How do you experience your work itself?
9. How do you feel about the different responsibilities you have at school?
10. How do you describe your relationship with your school director?
11. How do you describe the relationships you have with your colleagues?
12. What is your relationship with your students?
13. What is your relationship with students' parents?