

# JIMMA UNIVERSITY

**COLLEGE OF NATURALSCIENCE  
DEPARTMENT OF SPORT SCIENCE**



**ASSESSMENT ON JOB SATISFACTION OF PHYSICAL EDUCATION TEACHERS IN  
TEACHING LEARNING PROCESS IN OROMIA REGIONAL STATE SOUTH WEST  
SHOA SOME SELLECTED SECONDARY SCHOOLS.**

**BY: KIYAR JEMAL**

**RESEARCH PAPER TO BE SUBMITTED TO DEPARTMENT OF SPORT SCIENCE,  
COLLEGE OF NATURAL SCIENCE, JIMMA UNIVERSITY, IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION IN SPORT**

NOVEMBER, 2018  
JIMMA, ETHIOPIA



**COLLEGE OF NATURALSCIENCE  
DEPARTMENT OF SPORT SCIENCE**

**ASSESSMENT ON JOB SATISFACTION OF SECONDARY SCHOOLPHYSICAL  
EDUCATION TEACHERS IN TEACHING LEARNING PROCESS IN OROMIA  
REGIONAL STATE SOUTH WEST SHOA ZONE SECONDARY SCHOOLS.**

**RESEARCH PROPOSAL TO BE SUBMITTED TO DEPARTMENT OF SPORT  
SCIENCE, COLLEGE OF NATURAL SCIENCE, JIMMA UNIVERSITY, IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION IN SPORT**

**BY: KIYAR JEMAL**

**ADVISOR: Mr. SAMSON WONDRAD (Ass. prof.)**

**CO-ADVISOR: Mr. TEFAYE DAMENA (Ass. prof.)**

**EXAMINED BY: Dr. WONDIMEGEGN DAMISIE**

NOVEMBER, 2018  
JIMMA, ETHIOPIA

**DECLARATION**

I declare that job satisfaction of secondary school physical education teachers in south west Shoa Oromia is my own effort, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

**SUBMITTED BY: KIYAR JEMALOUMER** Sign: \_\_\_\_\_ Date: \_\_\_\_\_

**APPROVED By:**

ADVISOR: ATO SAMSON WONDRAD (Ass. prof.) Sign: \_\_\_\_\_ Date: \_\_\_\_\_

CO-ADVISOR: ATO TESFAYE DAMENA (Ass. prof.) Sign: \_\_\_\_\_ Date: \_\_\_\_\_

EXAMINED BY: Dr. WONDIMEGEGN DAMISIE Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## TABLE OF CONTENTS

| <b>Contents</b> .....                                       | <b>pages</b> |
|---|--------------|
| Table of content .....                                      | i            |
| List of table .....   | iv           |
| Acknowledgment .....  | v            |
| Abstract .....  | vi           |
| Chapter One.....  | 1            |
| Introduction .....  | 1            |
| 1.1. Back Ground Of Study.....                              | 1            |
| 1.2. Statement of The Problem.....                          | 2            |
| 1.3. Research Questions .....                               | 4            |
| 1.4. Objectives Of The Study .....                          | 4            |
| 1.4.1 General Objective.....                                | 4            |
| 1.4.2 Specific Objectives.....                              | 4            |
| 1.5. Significance Of The Study .....                        | 5            |
| 1.7. Limitations Of The Study.....                          | 6            |
| 1.9. Organization Of The Study .....                        | 7            |
| Chapter Two.....  | 8            |
| Review Of Related Literatures.....                          | 8            |
| 2.2. Job Satisfaction Theories .....                        | 9            |
| 2.2.1 Maslow's Hierarchy Of Needs Theories .....            | 10           |
| 2.2.1.1 Physiological Or Basic Needs .....                  | 11           |
| 2.2.1.2 Safety Or Security Needs .....                      | 11           |
| 2.2.1.3 Love Or Social Needs .....                          | 11           |
| 2.2.1.4 Esteem Or Ego Needs .....                           | 12           |
| 2.2.1.5 Self-Actualization Needs.....                       | 12           |
| 2.2.1.6 The Relevance And Criticism Of Maslow's Theory..... | 13           |
| 2.2.2 Herzberg's Two-Factor Theory.....                     | 14           |
| 2.2.2.1 Motivators Or Intrinsic Factors .....               | 15           |
| 2.2.2.2 Hygiene Or Maintenance Factors.....                 | 15           |

|   |    |
|---|----|
| 2.2.2.3 Criticism Of Herzberg’s Two-Factor Theory.....                | 16 |
| 2.2.3 The Expectancy Theory .....                                     | 17 |
| 2.2.3.1 Outcomes And Expectations .....                               | 17 |
| 2.2.3.2 Criticism Of The Expectancy Theory .....                      | 18 |
| 2.2.4 Adam’s Equity Theory .....                                      | 18 |
| 2.2.4.1 Effort Versus Reward.....                                     | 18 |
| 2.2.4.2 Criticism Of Adam’s Equity Theory.....                        | 20 |
| 2.2.5 Locke’s Value Theory .....                                      | 21 |
| 2.2.5.1 Goal-Setting And Commitment .....                             | 21 |
| 2.2.5.2 Criticism Of Locke’s Theory .....                             | 22 |
| Chapter Three.....  | 23 |
| Research Methodology And Materials .....                              | 23 |
| 3.2. The Research Design .....  | 23 |
| 3.1.1.1. The Quantitative Approach. ....                              | 24 |
| 3.1.2.1 The Qualitative Research Design.....                          | 24 |
| 3.7. Sampling And Sampling Techniques.....                            | 26 |
| 3.10. Ethical Issues.....   | 27 |
| 3.11. Permission To Tape-Record The Interviews.....                   | 28 |
| 3.12. Validity And Reliability.....                                   | 28 |
| 3.11.1. The Pilot Study.....  | 30 |
| Chapter Four Results And Discussion 4.1 Introduction .....            | 32 |
| 4.2 Analysis Of Demographical Data .....                              | 32 |
| 4.3 Results Of The Quantitative Phase.....                            | 34 |
| 4.3.1 Research Question 1 .....                                       | 34 |
| 4.3. Factor 1: Salary And Fringe Benefits.....                        | 36 |
| 4.4. Factor 2: Management.....  | 41 |
| 4.5. Factor 3: Work Characteristics.....                              | 47 |
| 4.6. Factor 4: Interpersonal Relations .....                          | 53 |
| 5.3.2 Research Question 2.....  | 59 |
| 4.7. Factors That Enhanced The Job Satisfaction Of The Teachers ..... | 62 |
| 4.8 Factors That Inhibited The Job Satisfaction Of The Teachers.....  | 63 |

|  |    |
|--|----|
| Chapter Five.....                              | 64 |
| Summary, Conclusions, And Recommendations..... | 64 |
| 5.2. Conclusions .....                         | 65 |
| 5.3 Recommendations .....                      | 69 |
| References .....                               | 72 |
| Appendix A .....                               | 77 |
| Appendix B .....                               | 78 |
| Appendix C .....                               | 84 |

## LIST OF TABLES

|   |    |
|---|----|
| Table 4.1 the biographical data of the teachers .....                         | 33 |
| Table 4.2 The teachers' mean satisfaction ratings of the work factors .....   | 34 |
| Table 4.3. The teachers' views on their salaries.....                         | 36 |
| Table 4.4 the teachers' views on their fringe benefits.....                   | 36 |
| Table4.5 the teachers' views on advancement and promotion.....                | 37 |
| Table4.6The teachers' views on administrative support .....                   | 41 |
| Table 4.7.the teachers' views on school management and leadership .....       | 42 |
| Table 4.8 The teachers' views on the recognition they receive.....            | 43 |
| Table 4.9. The teachers' views on their workload.....                         | 48 |
| Table 4.10. The teachers' views on the work itself.....                       | 48 |
| Table 4.11 The teachers' views on the responsibilities of their work .....    | 49 |
| Table 4.12. The teachers' views on teacher-principal relationships.....       | 53 |
| Table 4.13. The teachers' views on teacher-colleague relationships .....      | 54 |
| Table 4.14. The teachers' views on teacher-student relationships .....        | 54 |
| Table 4.15 The teachers' views on teacher-parent relationships.....           | 55 |
| Table 4.17 the job satisfaction of the teachers of different age groups ..... | 60 |
| Table 4.17. The most dissatisfying aspects of the teachers work.....          | 63 |

## ACKNOWLEDGMENTS

I would like to express my special thanks and sincere appreciation to Ato Samson Wondrad, my thesis advisor, for his constructive suggestions, critical comments and scholarly advice that have shaped this thesis immeasurably. Ato Tesfaye Damena is also having upper list in my heart. Because without his proper guidance, this study would never have seen in the light of today. Really this work was not only mine when I remember effort of my internal examiner Dr. Wondimegegn Damisie and this reality was also forced me to color fully write his name by blue and bold stroke on this paper and I would like to heart fully say thank you Dr.! for his insight. Special thanks should also go to my friends, Gashu Gadisa, and Milion Wosenu for their various types of contributions in moral support for the success of this thesis. My heartfelt thanks go to my friend and brothers Nura Tamam, Saud Jemal, Fuad Jemal, Kalid Tayib, Zuleyka Jemal, and Shukriya Jemal for their material and financial support in order to make this thesis successful. Eventually, I would like to thank my family and friends for their valuable encouragement and support during my study. Last but not least Nuriya Garbi has been playing pivot role in pushing and dragging my boat toward finishing line of my destination and mission from beginning to end of my journey. Generally, all Jimma University departments of sport staff and my batch students have to get thanks share from me.



## ABSTRACT

**Job satisfaction** is positive emotional state resulting from evaluating once job experience. So it has direct link with productivity and personal wellbeing of any employees including physical education teaching careers. The **aim** of this research was to investigate factors those influence the job satisfaction of secondary school physical education teachers. A literature review of theories on job satisfaction was undertaken. **Crosssectional study design** was used for successfulness of assessment on job satisfaction of secondary school physical education teachers in southwest Shoa Zone. Both qualitative and quantitative approaches were employed for data analysis. In the quantitative phase, the data collection was done by means of structured questionnaire that focused on four work factors that were identified during the literature review, namely salary and benefits, management, work characteristics, and interpersonal relationships. I have used **available sampling method** consisted of 22 secondary school physical education teachers in south west Shoa. The data was statistically analyzed using the Statistical package for the Social Sciences (SPSS) computer software programme, and the results were appropriately interpreted. In the second, namely the qualitative phase, interviews were conducted with a sample of 18 teachers who were purposefully selected from teacher's samples depending on their interest. The data were analyzed by using the constant comparative method. The results make a significant contribution to new knowledge and understanding of current issues relating to the job satisfaction of physical education teachers in selected secondary schools in south west Shoa. The **results** indicated that the teachers were significantly dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationships teachers have with the principals and the parents. Finally, **recommendations** were made in order to enhance the job satisfaction of secondary school physical education teachers in south west Shoa, and for further research.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. BACK GROUND OF STUDY**

In a most basic sense, job satisfaction is a positive emotional state resulting from evaluating one's job experiences (Mathis and Jackson, 2008) [15]. It describes how content an individual is with his or her job. It is a worker's sense of achievement and success and is generally perceived to be directly linked to productivity as well as to personal wellbeing. On the other hand, job dissatisfaction occurs when one's expectations are not met. According to Spector (1997), job satisfaction is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. As it is generally assessed, job satisfaction is an institutional variable. There are a variety of factors that can influence a person's level of job satisfaction (Spector, 1997, Parvin and Kabir, 2011). Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within an organization, the quality of the working conditions, leadership and social relationships, the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements).

The happier people are within their job, the more satisfied they are said to be. Job satisfaction is one of the critical factors that contribute to high performance, high employee morale, and commitment, and reduce unproductive habits of employees like absenteeism and turnover (Spector, 1997). High-performance organizations are also believed to trust their employees and provide them with proper empowerment to perform their duties, ensures good governance and sustainable development.

In the PE teaching profession, the most common reason for job satisfaction is working with young people (Moreira, Sparkes & Fox, 1995; Macdonald, 1999b). Good working conditions and administration, the job itself, organization as a whole (colleagues, etc.), persistence of regular physical activities, and job security are also identified as common sources of satisfaction among PE teachers (Moreira, Fox & Sparkes, 2002). On the other hand, PE teachers are dissatisfied with pay, opportunities for promotion, lack of status, and workload (Shoval, Erich & Fejgin, 2010). PE teachers in Ethiopia have a comparable standing to teachers of other subjects; the salary is same, even though there are more lessons to teach. However, the non-academic status of the subject lowers the relative prestige of PE (Heikinaro-Johansson & Telama, 2005). If a person feels more

dissatisfying moments than satisfying ones and finds his or her job unfulfilling and unchallenging, that person may decide to leave the profession.

In recent decades, teacher turnover has been identified as a major concern in educational research and policy analysis, because it causes (7). Even though there is a large body of research related to teacher job satisfaction sees instability in the teaching force and impacts negatively on teaching organizations (Harris & Adams, 2000, far too little attention has been paid to PE teachers' job satisfaction. The only extensive research in this area is from Australia (1994), which suggests that only 37% of degree-holding PE teachers there were working as a PE teacher five years after their graduation (Macdonald, Hutchins & Madden 1994). PE teachers' career pathways are varied, but certain directions are common for PE teachers. Administrative posts are identified in many studies as a good option and a natural way to get promoted (Bizet et al., 2010; Macdonald et al., 1994; Moreira et al., 1995; Sum & Dimmock, 2013).

In addition to having common challenges with the teaching profession on the whole, PE has some unique aspects that may cause dissatisfaction or challenges to performing the work. These include, for example, physical workload, isolation, marginalization of the subject, and lack of facilities or equipment (Bizet et al., 2010; Macdonald, 1995; Parker, Patton & Tannehill, 2012; Shoal et al., 2010; Kougioumtzis et al., 2011). In Ethiopia, there is a lack of information about PE teachers' careers, career intentions and job satisfaction. There is also a gap in the literature about aspects that put a strain on PE teachers' work (and hence may have an influence on the quality of PE teachers work life. Even though there is a plethora of literature about teacher job satisfaction including quantitative research, there is no study concentrated on PE teacher job satisfaction. This study provides information about PE teacher job satisfaction. Although the job satisfaction of teachers is a well-researched area in other parts of the world, two important issues motivate this research. Firstly, the deterioration of the quality of education in Ethiopia (Centre for British Teachers [CfBT], 2008:69) which may be linked to the lack of job satisfaction of the teachers. Secondly, there is a dearth of research being conducted in the area of job satisfaction in Ethiopia.

## **1.2. STATEMENT OF THE PROBLEM**

Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction were analyzed as follows. Job satisfaction is combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935). According to this approach

although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction. Teachers' job performance could be described as the duties performed by teachers at a particular period in the school system in achieving school goals. In this regard, (Adeyemi, 2010) defines teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. Teachers are the most valuable assets of educational systems. School could be successful through engagement of teachers in school improvement program.

In reverse what I have been observing in teaching arena as teacher was unique. I have convinced that teaching life was full of difficulties. It is difficult to afford even simple challenges of basic needs. This exposes physical education teachers to be emotionally uncontrolled and socially negative. Look, shouldering this heavy load in their soul they could not teach and lead our tomorrow fruit children properly. All days what I am observing is conflict between teachers and directors, teachers and students and sometimes even between teacher and educational leaders or supervisors. Still the physical reason for conflict was not reasonable. Reason is only their psychological trauma and their long lasted mental pain, which force them to live internal conflict life.

Quality is the core agenda of education, and what takes place in classrooms and other learning environments is fundamentally important to the future. As the major input of education quality, job satisfaction of physical education teachers was widely recognized as a critical factor influencing education quality. Accordingly, under the determined factors facing the education system MoE,(2005) states that to quality improvement focuses on the complex interaction that takes place in the teaching learning process as the primary level to improve quality of education, which is mainly carried out by school principals, teachers and technical supportive, administrative personnel and etc. thus, recognition of major factors in teachers' job satisfaction in teaching learning process are important step in finding timely solutions for developing and improving quality of education through improving their satisfaction.

In addition, researcher would like to for wad that he has no come out with any research, which has conducted, on Job satisfaction of physical education teacher except a journal work of Kasper Mäkelä, (2008) conducted on PE Teachers' Job Satisfaction, Turnover, and Intention to Stay or Leave the Profession. So I am originally pioneering, watering and documenting it for first time particularly on physical education teacher who are expected be guarantee for healthy million

youngsters through physical education subject practical session which need deep attention of nutritional cares and many other facilities up to sanitation which are expensive in terms of cost. In addition active life style of physical education teachers also need more energy expenditure than sedentary life style followers. Therefore, depending on the above point of view, this study was intended to assess physical education teachers' job satisfaction in some selected secondary schools of southwest Shoa Zone.

### **1.3. RESEARCH QUESTIONS**

In view of the above, the following main/general research question can be stated:

What influences the job satisfaction of secondary school physical education teachers in south west Shoa's six selected secondary schools?

The sub-questions derived from the above general question are the following:

- ❖ How satisfied or dissatisfied are secondary school teachers in south west Shoa with the work of teaching and learning?
- ❖ Are salary and benefits, Management, interpersonal relation and work characteristics influencing Physical education teacher's job satisfaction?
- ❖ Are there statistically significant differences in the job satisfaction of teachers in terms of experience in each school in south west Shoa?

The research questions above have given rise to the aims of the study, as indicated in the next section.

### **1.4. OBJECTIVES OF THE STUDY**

#### **1.4.1 GENERAL OBJECTIVE**

The main objective of this study was to identify factors those influence physical education teacher's job satisfaction in their teaching learning process

#### **1.4.2 SPECIFIC OBJECTIVES**

The following were identified as the explicit aims of the study, namely:

- ◆ To identify the extent at which south west Shoa physical education teachers are satisfied or dissatisfied
- ◆ To determine influence of salary, management, interpersonal relation and work characteristics on physical education teachers job satisfaction.

- ◆ To determine quantitatively if different groups of teachers differ in their views regarding their job satisfaction and the factors that influence it.

The findings from the sample used in this research would assist similar schools in oromia and elsewhere, in particular in Ethiopia, to enhance the job satisfaction of teachers.

### **1.5. SIGNIFICANCE OF THE STUDY**

This study would address the dearth of research on the issue of the job satisfaction of secondary school physical education teachers in south west Shoa of Oromia. The empirical result was shows that they would experience significant job dissatisfaction that demotivate them, and in some cases, prevents quality education at school. This is a very serious issue, considering that one of the main objectives of the Ethiopian Ministry of Education is to bring quality education to all levels of the educational system. To achieve this objective, better, satisfied and responsible teachers are required. It has been assumed that “the more teachers are happy the better they are” (Garrett &Hean 2001:375). Therefore, the first objective of the education ministry shall be to minimize teacher job dissatisfaction and maximize satisfaction, for the benefit of the teachers and the students. The detailed findings from this study provided exact and current information to policy makers and practitioners on which areas to target to improve the teachers’ satisfaction, and thus their motivation. These areas are, in particular, poor teacher salaries, fringe benefits and opportunities for promotion; the ineffective management style of the principals; the lack of freedom the teachers have to make decisions and to develop personally; and the poor relationships teachers have with the principals and the parents, in particular. Addressing these areas is particularly crucial for young and inexperienced teachers.

### **1.6. DELIMITATION OF THE STUDY**

This research work deals with identifying and examining the job satisfaction of south west Shoa zone of Oromia regional state, physical education teachers from twenty two secondary schools. It is obvious that job satisfaction of physical education teachers is a wide and large scope. So the researcher made his study more manageable and reachable. As the result of these, scope of the study was limited to only southwest Shoa secondary schools. Externally pack of twenty-five thousand Ethiopian birr from Jimma University was my stimulant from very beginning to end and more or less I were have intention to award Master of science in sport science. In addition the finding of this study was limited to views and attitudes of physical education teachers in south west Shoa secondary schools. As we know the assessment on physical education teacher’s

job satisfaction is broad concept, to make the study manageable and reachable the scope was delimited to job satisfaction of physical education teachers only.

### **1.7. LIMITATIONS OF THE STUDY**

This research is not without limitations. The results of this study should be interpreted with the following limitations in mind, namely: Nature of summer program itself first. Here the researcher wants to expose his psychological failure from summer certificate marginalization which being impediment and disgust him from smoothly delivering his study. This study was conducted only on six secondary schools of south west Shoa, Consequently, the results of this study cannot be generalized to all secondary school teachers in the other parts of Oromia region from rural and urban. The study was also limited to physical education teachers of Southwest Shoa secondary schools. In primary and preparatory schools other factors could influence the job satisfaction of the teachers. The other limitation of the study was that the study only assessed the views of teachers on issues influencing their job satisfaction. The views and reflections of school principals or education stakeholders, using either the questionnaire or interview data, were not determined. Therefore, the findings of this study are limited to the views and attitudes of physical education teachers in South west Shoa secondary schools.

### **1.8. DEFINITION OF THE TERMS**

**Job satisfaction:** refers to a person's affective relation to his or her working role (Okpara, 2006:225).

**Teacher:** A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom (Ofoegbu, 2004:81).

**Principal:** The principal is the one who is the Head of the school, the educational leader who has the most opportunity to exercise leadership in a school (Drysedale, Gurr, & Mulford, 2006:371).

## **1.9. ORGANIZATION OF THE STUDY**

This research was designed to contain five chapters. The first chapter deals with the background of the study, objective of the study, statement of the problem, significance of the study, research questions, delimitation of the study, limitation of the study, operational definition of key terms and organization of the Study. Chapter two presents the review of related literature. Chapter three deals with research design and methodology, chapter four is about data analysis and presentation. Finally, the last chapter consists of the summary, recommendations and conclusions.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

#### **2. INTRODUCTIONS**

The preceding chapter provided the background to this study. It gave an overview of the rationale for the study, the problem statement, aims of the research, the research design and methods, and the general layout of the study. In this chapter, the literature related to job satisfaction would be reviewed to get a better understanding of the theories on the factors that influence job satisfaction. The most important theories which are relevant for this study, and which would be explained in the following sections are Maslow's Hierarchy of Needs Theories, Herzberg's Two-factor Theory, the Expectancy Theory, Adam's Equity Theory, and Locke's Value Theory.

#### **2.1 SPECIAL CHARACTERISTICS OF PHYSICAL EDUCATION TEACHER**

Every school subject has special characteristics. Within the educational process, PE offers certain features and characteristics that are not represented by any other learning or school experience (Hardman, 2011). One of these unique aspects is the fact that PE is only subject where one of the tasks is to influence individuals' physical well-being and healthy lifestyle (Hardman, 2011; Laakso, 2002). Also, the working environments differ from those of the traditional classroom. Moreover, displays of emotions and formation of social situations are more natural in PE. Through cooperative learning and different kinds of group exercises, pupils also learn social skills in PE (Dyson, 2001; Laakso, 2002). PE is a very functional subject, where the main "tool" is one's own body. PE is very public, and thus it is a visible arena for both girls and boys (Clarke, 2006). Some pupils feel this kind of open display of abilities rewarding, while others have negative feelings.

This is true especially among teenage girls, who face conflicts with "desirable and appropriate female and feminine appearance" (Clarke, 2006; Gorely, Holroyd & Kirk, 2003). Appreciation of physical capability and sportiveness also creates some specific characteristics for PE, which can have an influence on pupils' self-image and self-esteem (Green, 2008b, 145; Hakala, 1998). The ethical, emotional and social aspects of PE are different from those of other subjects. In competitive sports (particularly team games) pupils learn morality and self-discipline (Green, 2008b). Such sports may also increase pupils' perseverance, solidarity, fairness, and courage (Green, 2008b, 10; Hardman, 2011). Encouraging and spurring on of teammates increases team

spirit, while inclusion of pupils with disabilities increases approval of others (HeikinaroJohansson&Kolkka, 1998, 23; Laakso, 2002)

## **2.2. JOB SATISFACTION THEORIES**

In a most basic sense, job satisfaction is a positive emotional state resulting from evaluating one's job experiences (Mathis and Jackson, 2008) [15]. It describes how content an individual is with his or her job. It is a worker's sense of achievement and success and is generally perceived to be directly linked to productivity as well as to personal wellbeing. On the other hand, job dissatisfaction occurs when one's expectations are not met. According to Spector (1997), job satisfaction is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. As it is generally assessed, job satisfaction is an institutional variable. There are a variety of factors that can influence a person's level of job satisfaction (Spector, 1997, Parvin and Kabir, 2011). Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within an organization, the quality of the working conditions, leadership and social relationships, the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements).

Job satisfaction has been the focus of much research in the developed countries (panastasiou&Zembylas, 2006), and has been the topic of interest of researchers and practitioners in many fields, including organizational psychology, public administration, education, and management (Kim, 2005:668). These researches have formulated many generic theories, and have attempted to explain job satisfaction in the workplace. In an effort to understand the nature of job satisfaction, Green (2000), in his review, concluded that there are three theoretical frameworks of job satisfaction, namely content or needs theories, process theories, and situational models of job satisfaction. All of these frameworks may be useful to a greater or lesser extent to understand the job satisfaction of Ethiopian teachers. The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction. According to Amos, Pearson, Ristaw, and Ristaw (2008:175), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, &Quarstein, 1992; Durick&Glisson, 1988), assume that the interaction of variables such as job

characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy & Miskel, 1996). According to Glassman, et al. (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations try to evaluate the situational characteristics (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational occurrences come into play after the individuals have accepted the job. The situational occurrences can be positive or negative (Glassman, et al., 1992:862). Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the form of praise.

Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman, et al. (1992:869), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone. In order to gain a more meaningful insight into what influences the views and attitudes of teachers towards their work, the various theories on job satisfaction would be discussed in the next sections. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory; the Expectancy Theory; Adam's Equity Theory and, finally, Locke's Value Theory.

### **2.2.1 MASLOW'S HIERARCHY OF NEEDS THEORIES**

Abraham Maslow distinguished a theory of human needs based on a hierarchical model ranging from lower-order needs at the bottom to higher-order needs at the top (Maslow, 1954:35-47). He suggested that human needs are arranged in a series of levels, in a hierarchy of importance. Based on this hierarchy, Maslow identified five human needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfillment at the highest level.

The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they are met, people find it difficult to respond to higher-order needs

(Steyn, 2002:90). Once a lower-order need is satisfied, it is no longer a motivator or satisfier (Mullins, 2005:481). It comes to an end to motivate employees' (e.g., Ethiopian secondary school teachers') behavior, and they are satisfied or motivated by the need at the next level of the hierarchy. The above-mentioned needs levels can be explained as follows.

### **2.2.1.1 PHYSIOLOGICAL OR BASIC NEEDS**

The physiological needs are the lowest level of needs that must be satisfied to survive physically. They are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst, the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005:480). Physiological needs also include the need for sleep, shelter, sex, an adequate salary, satisfying working conditions, heat and lighting, clothes and exercise (Amos, et al., 2008:177). 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 (Steyn, 2002:90). For Maslow, in order for a teacher to be concerned about the higher-order needs or to be self-actualized as a teacher, his/her basic needs must be satisfied fairly well. When the basic needs are reasonably well satisfied, then this satisfaction would have the power to activate the needs at the next level.

### **2.2.1.2 SAFETY OR SECURITY NEEDS**

According to Maslow (1954), once individuals have substantially satisfied their basic or biological needs, the safety or security needs emerge to direct behavior. These needs include the need for protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Amos, et al., and 2008:177). In the work place such as a school, the safety needs are reflected in not only the desire for financial security, but also in fair treatment by the principals, safe working conditions, first-rate fringe benefits, fairness, quality supervision, and job security (Amos, et al., 2008:177-178). This would also apply to Ethiopian teachers.

### **2.2.1.3 LOVE OR SOCIAL NEEDS**

Love or social needs include the need for giving and receiving love, the need of affection, a sense of belonging, social activities, and friendships (Mullins, 2005:480). In the school setting, these are manifested in the teachers' need for belonging and affiliation, and include professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by

others, and affable supervision by the principals. If teachers experience a sense of belonging at their schools, then this would result in fulfilling their social needs (Boey, 2010:26). When the teachers participate in the school's activities, and are involved in the decision-making processes, this creates a sense of belonging. Then communication between and among teachers, the principal and the students would be effective, and the teachers would have a propensity to produce good quality results (Boey, 2010:26).

#### **2.2.1.4 ESTEEM OR EGO NEEDS**

Esteem or ego needs refer to both self-respect and the esteem of people, for example, of teachers. The principle behind esteem-needs is that if someone feels loved and has a sense of belonging, then he or she starts to develop the need for esteem and self-respect. Self-respect involves the desire for and feelings of confidence, achievement, independence and freedom. To be held in high esteem by others involves having a good reputation or prestige, status, recognition, and being appreciated (Amos, et al., 2008:178). In the work place, these needs are reflected in the form of a merit pay-increase, peer/supervisory recognition, and in the form of being given responsibility and promotions. According to Steyn (2002:91), teachers who do not feel that their status and self-esteem needs are being met in their work, may become discouraged. She (2002:91) further states that the satisfaction of esteem or ego needs leads to self-confidence and a sense of pleasure.

The development of esteem-needs would help the teachers to be effective in their day-to-day professional activities. If teachers are recognized for their accomplishments and are also respected by the 'self' and significant others, this would have a direct positive impact on their professional activities. Esteem-needs are higher-order needs. If these higher-order needs are fulfilled, the teachers have the power to exercise control over these needs. This perception of control would give the teachers a sense of achievement at work, which in turn, would make it more likely for them to be effective in their professional activities.

#### **2.2.1.5 SELF-ACTUALIZATION NEEDS**

The self-actualization needs are at the top of the hierarchy, and refer to the need for development and the realization of one's full potential. Maslow (Boey, 2010:24) wrote that these needs impel us to become all that we are capable of becoming. According to Boey (2010), the individual (e.g., the Ethiopian teacher), who is not self-actualizing would be restless, frustrated and

discontented. At this level the individual strives for truth, beauty, justice, individuality, meaningfulness, and perfection (Amos, et al., 2008:178).

#### **2.2.1.6 THE RELEVANCE AND CRITICISM OF MASLOW'S THEORY**

The needs or content theories postulate that a job can be a source of satisfaction if it can fulfill a number of the individual's important needs (Koustelios&Tsigilis, 2005:191). If they are not fulfilled, the individuals are more likely to become dissatisfied with their jobs, and thus de motivated. One of the fundamental reasons for teachers to be engaged in their work is to satisfy their basic needs. For teachers to be effective in their daily activities, their needs must be met. The satisfaction of needs and the motivation to work are very essential in the lives of teachers (Ololube, 2006). While almost all teachers work hard in order to satisfy their needs, they constantly struggle to meet their various needs. Akyeampong and Bennell (2007:4) argue that Maslow's theory is particularly relevant to teachers in Low Income Countries (LICs). These countries would include Ethiopia. According to them this is because, where there is economic downturns and financial woes, for teachers in LICs attaining and /or satisfying the basic biological needs such as food and shelter, could be a serious challenge.

They further argue that the non-fulfillment of these basic needs can seriously impair the realization of higher-order needs without which effective teacher performance cannot be realized. This is corroborated by the STURE (CfBT, 2008:97) Report that it is only when the basic needs have been met that the higher-order needs, which are the basis of true job satisfaction and motivation, can be realized. Unless their physical needs are satisfied, employees would not be able to satisfy their higher- order needs (Jyoti& Sharma, 2006:359). Maslow's Hierarchy of Needs Theory has been appreciated and has been very influential, but it has not been verified by empirical research, and has been widely criticized. Criticism of the theory includes the following.

- The model fails to accommodate the role of culture (Reid-Cunningham, 2008:55). The hierarchy of needs is not the same in all cultures and in all countries. In contrast to Akyeampong and Bennell's (2007:4) view as indicated above, Aswathappa (2005:359) believes that Maslow's theory may be more applicable to industrialized countries than to developing countries and LICs. In addition, there may be variations within countries and between individuals.

- There is no consensus regarding the relative accuracy of Maslow's categories in the absence of rigorous scientific investigation (Reid-Cunningham, 2008:55-56). At all levels, needs are present at a given time (Aswathappa, 2005:359).
- Maslow's theory is difficult to test (Reid-Cunningham, 2008:56). The theory is difficult for managers to apply in practice, as there are individual and cultural differences even within organizations (Aswathappa, 2005:359).
- Some rewards (e.g., a higher salary) may satisfy more than one need (Mullins, 2005:482).

In spite of these criticisms, Aswathappa (2005:358-359) believes that the Theory offers an account of interpersonal variations in human behavior. This is important for managers.

Managers could consider the principle of interpersonal variations to manage human resources effectively, and to try and satisfy the particular needs of their employees. In addition, the Theory deserves appreciation for its simplicity, commonness, humaneness, and intuitiveness.

### **2.2.2 HERZBERG'S TWO-FACTOR THEORY**

The Two-factor Theory was developed by Herzberg, Mausner, and Snyderman (1959), following an investigation into the sources of job satisfaction and dissatisfaction, and included 200 accountants and engineers from Pittsburgh, America. Applying the critical incident technique, the study's subjects were asked to tell their interviewers about the times that they felt exceptionally good or bad about their present jobs or any previous jobs. The first set of factors, if present, caused happy feelings or positive attitudes. These factors, overall, were task-related. The other set of factors, if absent, caused feelings of unhappiness, bad attitudes or dissatisfaction. These factors, Herzberg claimed, were not directly related to the job itself, but to the conditions that surrounded the execution of the job (Herzberg, et al., 1959).

Herzberg (1966) suggested that factors involved in creating job satisfaction were separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors *motivators*, *satisfiers* or *intrinsic* factors, and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors

hygiene, dissatisfiers or maintenance factors, and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

### **2.2.2.1 MOTIVATORS OR INTRINSIC FACTORS**

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003:60). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeampong and Bennell (2007:4) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that come from within a person.

Herzberg's Two-factor Theory has been linked to that of Maslow's Hierarchy of Needs Theory.

The Theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, & Mau, 2008:49). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence would not lead to job dissatisfaction (Perrachione, et al., 2008:3).

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

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti& Sharma, 2009:52). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities for promotion, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

### **2.2.2.2 HYGIENE OR MAINTENANCE FACTORS**

Hygiene factors are extrinsic satisfiers that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008:181; Ellsworth, et al., 2008:49). The extrinsic job characteristics reflect outcomes generated by



performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005:334).

If, However, appropriate or positive hygiene factors are provided, the employees would not be dissatisfied with their jobs, but neither would they be motivated and satisfied to perform at their full potential (Balkin, et al., 2003:60). Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005:334). However, the fulfillment of hygiene factors cannot by itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. If for example, the air conditioner breaks in the middle of the school-day in hot summer, the teachers would be greatly dissatisfied. However, if the air conditioner works throughout the school day, this would not increase the teachers' job satisfaction.

Therefore, managers who try to eliminate factors that can create job dissatisfaction may bring about a more pleasant working environment, but not necessarily job satisfaction. As a result, Herzberg characterized conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security, as hygiene factors. Changes in these factors are short-lived, and merely help in removing dissatisfaction in the teachers' work. They are not important in the overall satisfaction of the teachers with their work.

### **2.2.2.3 CRITICISM OF HERZBERG'S TWO-FACTOR THEORY**

Herzberg's Two-factor Theory, as a theory of job satisfaction, remains influential in the area of organizational psychology (Dusseldorp, Manisera, & Van der Kooij, 2005:4), and has contributed very positively towards research. However, it is not free from criticism. The criticism of the theory includes the following:

- The procedure that Herzberg used is limited by its methodology (Robbins, 2009:147). Individuals are more likely to attribute satisfying incidents at work to their own efforts. When things are going well, individuals tend to take the credit for themselves, and blame failure on the external environment.
- No attempt was made to measure the relationship between satisfaction and performance (Armstrong, 2006:263).
- The reliability of Herzberg's methodology is open to question (Robbins, 2009:148).
- Herzberg does not consider the effect of demographic variables on job satisfaction.

In spite of these criticisms, Herzberg's Theory continues to be influential, because it is easy to understand. Moreover, it seems to be based on real-life rather than academic abstractions, and also fits in well with the highly respected ideas of Maslow (1954) (Armstrong, 2006:262). According to Dusseldorp, et al. (2005:4), Herzberg's Theory is widely known, and is one of the most interesting theories on job satisfaction.

### **2.2.3 THE EXPECTANCY THEORY**

#### **2.2.3.1 OUTCOMES AND EXPECTATIONS**

The Expectancy Theory was first formulated by Vroom (1964) (Armstrong, 2006:259; Mullins, 2005:490; The Certified Accountant, 2008:49). This Theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008:49). From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. They then think about what they have to do to be rewarded, and how much the reward means to them, before they do the job (Aswathappa, 2005:366).

Vroom's Expectancy Theory is referred to as the Valence or the Valence-Instrumentality-Expectancy (VIE) Theory. *Expectancy* is the degree of certainty people have that the choice of a particular alternative could indeed lead to a desired outcome (Miner, 2005:98). Individuals choose a particular alternative act based on the maximization of desirable outcomes. It is the strength of a person's belief about whether or not a particular job performance is attainable (The Certified Accountant, 2008:48). A value of one indicates that the probability that action would be followed by an outcome is high, showing that action and outcome have high relationships. Thus, the greater the expectation of the individuals that they would receive the rewards they value in their job (e.g., opportunities to learn and to develop skills, decent pay, the respect of their colleagues), the higher the probability that they would experience a high level of job satisfaction (Linz, 2003:642).

**Valence** is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005:490). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals would exert more effort for improved performance.

In the school setting, if a reward (intrinsic and/or extrinsic), is encouraging, the teachers would probably make more of an effort for improved performance. The opposite is also true.

**Instrumentality** is the belief that if the individuals do one thing, then it would lead to another (Armstrong, 2006:254). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, **excellent job performance**, attaining the second outcome, *reward* (Amos et al., 2008:188). **Instrumentality** is an individual's conviction that his/her performance would result in the desired outcomes.

### **2.2.3.2 CRITICISM OF THE EXPECTANCY THEORY**

The Expectancy Theory is not free from criticism. This criticism includes the following:

- Utilizing the ideas in the Expectancy Theory directly has proved to be difficult (Miner, 2005:111). The ideas are not easy to understand, or to apply (Mullins, 2005:495). Thus, the theory has much less value in practice than some of the other theories.
- The Expectancy Theory is not concerned with individual and country or cultural differences. However, people in developed countries tend to be more goal-oriented than people in less developed cultures. In addition, individuals in developed countries believe they can influence their successes (Griffin & Moorhead, 2010:102).
- The Expectancy Theory assumes that individuals make conscious decisions at the start of their effort. But it has been proved that individuals make decisions *after* performing their activities and try to rationalize their decisions later on (Aswathappa, 2005:369).

In spite of the above-mentioned criticisms, the Theory has tremendous potential for contributing useful applications, as also stated by Miner (2005:155).

## **2.2.4 ADAM'S EQUITY THEORY**

### **2.2.4.1 EFFORT VERSUS REWARD**

The Equity Theory was formulated by Adams (1963, 1965). This Theory proposes that the way individuals are treated at the workplace affects their behavior, and also the attitude they have towards their work (Okpara, 2006:226). The basis of the Theory in the work context is that people/workers look around and observe what effort they put into their work, in comparison to others, and what reward follows that effort. Thus, individuals make comparisons between themselves and relevant others in terms of the outcomes they receive for their efforts, and the inputs they invested into that effort. In other words, employees compare their own outcome-to-

input to the outcome-to-input ratio of relevant others (Green, 2000:9). If the outcome (rewards)-to-input (contributions) ratio of person A, as shown below, is equal to the outcome (Rewards) to-input (contributions) ratio of person B, then the social exchange relationship would be considered equitable.

$$\frac{\text{Rewards of person A}}{\text{Contribution of person A}} = \frac{\text{Rewards of person B}}{\text{Contribution of person A}}$$

The Equity Theory is also concerned with the perceptions of individuals of how they are treated in comparison to others in the organization. It is based on the assumption that individuals are motivated and satisfied by their desire to be equitably treated in their work relationships (Aswathappa, 2005:370). According to Kannan (2005), workers expect justice, fairness and equal treatment by their employers and immediate supervisors. Employees (including teachers) want to be treated fairly. Adams suggests that individuals form perceptions of fair balance by comparing their own situation with that of other ‘referents’ (reference points or examples, or relevant others) in the workplace (Okpara, 2006:226). If people feel that their rewards-to-contributions ratios are fair, then, according to the Equity Theory, they are happy, and experience job satisfaction. The feeling of inequity may arise when an individual’s ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005:496). This perceived inequity may result in dissatisfaction (Miner, 2005:137)

Based on the Equity Theory, when employees perceive inequity, their behavioral responses to their feelings of dissatisfaction may include the following:

- ❖ Changing the effort being put into work (Robbins, 2009:155; Amos, et al., 2008:185; Mullins, 2005:496). Changing inputs can be either upward or downward. In the employment context, an employee may increase or decrease the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this with the reference source ratios.
- ❖ Complaining to management about the compensation package, or lodging a grievance (Amos, et al., 2008:185).

- ❖ An employee may try to find a new situation with a more favorable balance through absenteeism, request for a transfer, resigning from a job, or from the organization altogether (Mullins, 2005:496).
- ❖ Changing the object of comparison (Mullins, 2005:497; Robbins, 2009:155). This involves changing the reference (relevant other) group with whom the comparison is made.
- ❖ Justifying the inequity by rationalizing the inputs and outputs (Amos et al., 2008:185).
- ❖ Taking action against other(s) (persuading the referent(s) to take on a greater workload) (Amos, et al., 2008:185).

In Ethiopia, the teachers' low salaries are a frequently-mentioned issue by the community and the teachers themselves. The teachers are not seen as being rewarded for their qualifications (VSO, 2008:28-29). Their pay is not viewed as comparable to that of other professional groups. "Many families and friends view teaching as a low income job because teachers are paid less compared to other government and private employees", according to VSO (2008:29). The report by VSO further indicated that the low pay in comparison with other professional groups (e.g., lawyers, physicians, engineers) is a major cause of teacher dissatisfaction. In addition, studies by Chapman, et al.

The above can be understood by means of Adams' (1963) Equity Theory. According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they would be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

#### **2.2.4.2 CRITICISM OF ADAM'S EQUITY THEORY**

The following are the main criticisms which may be labeled against the Equity Theory:

- Everyone would not appreciate and accept the concept of fairness in equal measures (Aswathappa, 2005:372). It is more applicable to those individuals who are morally mature, are in a democratic society, and are religious. The principle behind the Equity Theory is, "Place the right people in the right job".
- The Theory is difficult to put into practice (Miner, 2005:150). There is no well-established procedure that can be directly linked to put the Theory into practice.

- The Theory describes the reaction of individuals to feelings of inequity, but it fails to recognize differences in how individuals react to situations involving equity (Shore, 2004:722).

Despite the criticisms labeled against the Equity Theory, research indicates that the Theory enjoys considerable support (Miner, 2005:142).

## **2.2.5 LOCKE'S VALUE THEORY**

### **2.2.5.1 GOAL-SETTING AND COMMITMENT**

This Theory was developed by Edwin Locke (1969). Locke's Value Theory, also called the Goal-setting Theory, suggests that employees' goals help to explain motivation, job satisfaction and performance. The Theory assumes that behavior is a result of the individuals' conscious goals and intentions (Griffin & Moorhead, 2010:142). According to Locke, when employees perceive that the goals they set for themselves or are set by the managers, are fulfilling and attainable, their commitment and productivity would increase. This could lead to job satisfaction (Badenhorst, et al., 2008:136). Successful attainment of the intended goal creates a pleasurable emotional state (called job satisfaction) on the part of the individual. Exceeding the set goals increases satisfaction (Latham & Locke, 2002:709).

If individuals such as teachers feel that they are able to grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace (Latham & Locke, 2006:265). This leads to job satisfaction. The Goal-setting Theory has high internal and external validities (Latham & Locke, 2006:265). Locke's Value Theory has support from both researchers and managers (Griffin & Moorhead, 2010:142). It is an 'open' theory. New elements are added as new discoveries are made (Latham & Locke, 2006:265-266). However, there are also criticisms against the Theory. These criticisms are discussed in the next section.

### **2.2.5.2 CRITICISM OF LOCKE'S THEORY**

The following are the criticisms which may be labeled against Locke's Value Theory.

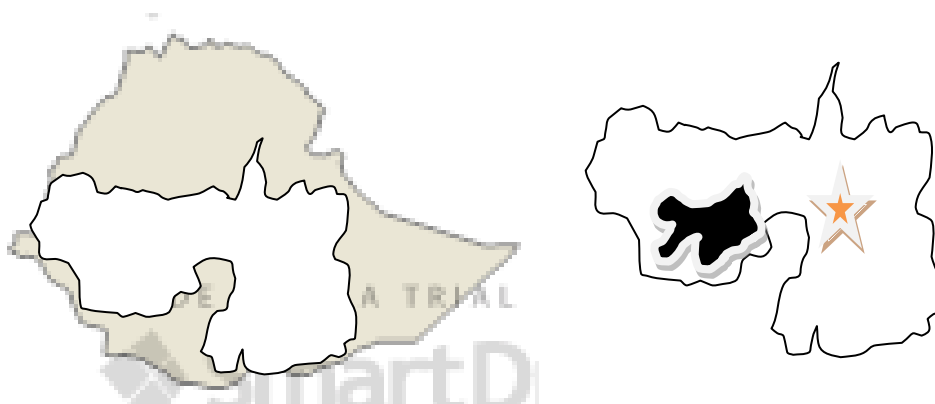
- ❖ It is difficult to implement the Theory in practice. The Goal-setting Theory is more a technique than a theory of motivation and/or of satisfaction.
- ❖ The Goal-setting Theory can lead to undesirable competition among employees. This may lead to the neglect of quality, and the desired goal of the organization.
- ❖ It can also lead to an over-emphasis of some aspects of performance, and the neglect of others (e.g., quantity over quality).

## CHAPTER THREE

### RESEARCH METHODOLOGY AND MATERIALS

#### 3.1. DESCRIPTION OF THE STUDY AREA

South west Shoa is one of Oromia zone which is compartment of Shoa Zone. Shoa is divided in to four which are West, North, East and South west. So the later one is in consideration and found at a distance of 96 km away from Finfinne. It has 11 district all districts were considered by researcher.



 South west Shoa Zone = AA 

#### 3.2. THE RESEARCH DESIGN

Crosssectional research design was selected to conduct this study. A research design is the “plan that describes the conditions and procedures for collecting and analyzing data” (McMillan & Schumacher, 2010:490). This strategy helps to systematically address the central research problem and specific research questions, for situating researchers in the context of the empirical world and for connecting them to specific sites, individuals/groups, and methods of data analysis. The blueprint explains the procedures that the researcher follows in the collection and the analysis of data (Leedy&Ormrod, 2001:91). This blueprint enables the researcher to address the research question(s) as unambiguously as possible (De Vaus, 2001:9). Mixed method of data analysis was used and explained as follows.



### **3.1.1.1. THE QUANTITATIVE APPROACH.**

In this study the researcher was use the quantitative research approach (the dominant phase) in the first phase to collect data from the teachers. A survey (also called a descriptive method) is to be used to investigate the factors influencing the job satisfaction of selected teachers at secondary schools in south west Shoa. This method is selected to answer the quantitative research questions, which required a considerable number of participants to enable generalization of the results (Muijs, 2004:44). In addition, survey research helps to determine and describe the way things are (e.g., the teachers' opinions, feelings or attitudes) (Gay & Airasian, 2003:277). Despite the main disadvantage of self-reports as not always being reliable, and as being unable to enable deep understandings and contextual differences, survey methods have advantages in terms of the participants' anonymity (when using questionnaires), flexibility, low cost and effort, and ease of generalizing ability (Muijs, 2004:44-45). Muijs (2004:45) also recommends survey research for canvassing opinions and feelings about particular issues. The sample respondents are selected purposively and serve as a means of collecting the relevant data. The population and samples would be described in the following sections.

### **3.1.2.1 THE QUALITATIVE RESEARCH DESIGN**

As explained in the design section of this chapter, the quantitative phase is the dominant one. This is because the investigation was based on testing the stated research questions. As a follow-up of the quantitative phase, a less dominant qualitative phase was conducted. This facilitates the internal validity of the study, helps to clarify the findings, and also gives a complete picture of the quantitative results.

### **3.3. SOURCE OF DATA**

For this study, the researcher used primary data sources to dig out information from southwest Shoa secondary schools about Job satisfaction of physical education teacher. As a primary source of data; the researcher used questioners and interviews.

### **3.4. DATA COLLECTION INSTRUMENTS**

In order to gather information the researcher used two main instruments of data collection namely questionnaire and interview, by means of these I would confident in achieving the stated objectives.

### **3.4.1. QUESTIONNAIRE**

The researcher mainly employed both close ended and open ended questions. The researcher preferred questionnaires because all the participants are literate and able to put their idea on a paper and they can fill that at the time they feel comfortable either at home or a somewhere else they like. As well, it is easy to address many people and save time and money to collect data. The questionnaires were designed so as to be answered by teachers of physical education.

### **3.4.2. INTERVIEW GUIDE**

An interview is a conversation with the purpose of obtaining qualitative description of the real world of subjects with the respect to interpretation of the meaning behind a participant's experience (Kvale, 1998; Creswell, 1998). Interview was chosen as one of the main methods of collecting qualitative data in this study. A semi-structured interview guide may used in interviewing the teachers through face to face method. The advantage of using interview in this study was its adaptability in adjusting the questions in the process of the interviewing. Thereby enabling, further probe, clarification of concepts, and follow ups of specific response from the teachers. As such, it would useful in gaining insight and context into the topic, while allowing the respondent to describe what is important to him or her. One of the major advantages of interview was it probed deeply into the respondent's answers to obtain opinions and feelings of the informant (Gall et al., 2003; Yin, 2003).The researcher selected eighteen(18) physical education teachers to conduct interviews.

### **3.5. PARTICIPANTS OF THE STUDY:**

All physical education teachers of south west Shoa, six secondary schools were participant of my study. Generally, by using available sampling method I would make available teachers the candidates of my study.

### **3.6. THE POPULATION**

The populations of this study were classroom physical education teachers in south west Shoa zone of Oromia. Generally I would like to screen out the summary of my samples and population as follow

| <b>No</b>               | <b>DISTRICTS</b> | <b>NAMES OF THE SCHOOLS</b>                | <b>NUMBERS OF TEACHERS</b> |
|-------------------------|------------------|--|----------------------------|
| 1                       | DawoWoreda       | Karsa and Busa H/schools                   | 6                          |
| 2                       | BachoWoreda      | Hibret-Frie and Awash-bune H/school        | 6                          |
| 3                       | WolisoWoreda     | Dajez-mechGaresuduki and Dilalla H/schools | 11                         |
| 4                       | AmeyaWoreda      | Gindo and Kota secondary schools           | 6                          |
| 5                       | Ilu woreda       | Asgori and Taji secondary schools          | 6                          |
| 6                       | Wonchiworeda     | Cittu and Dariyan secondary schools        | 5                          |
| 7                       | ToleWoreda       | Bantu and Busae secondary schools          | 8                          |
| 8                       | KarsaWoreda      | Lemman and Awash kulture secondary schools | 10                         |
| 9                       | GoroWoreda       | Gururaaddisalem and goro secondary schools | 6                          |
| <b>Total population</b> |                  |  | <b>64</b>                  |
| <b>Total sample</b>     |                  |  | <b>64</b>                  |

### **3.7. SAMPLING AND SAMPLING TECHNIQUES**

Sampling is central to ensure that the generalizations are valid. This is because proper sampling improves the internal and external validity of the measuring instrument (the questionnaires). A sample is a set of target respondents selected from a larger population for the purposes of surveys (Singh, 2007:88). It is a smaller group or subset of the total population (Cohen, Manion, & Morrison, 2007:100). The quality of the research outcome depends, among others, on the size and representativeness of the sample and the sampling strategy used. The samples selected for purposes of analysis would be available sampling method. Generally since the number of physical education is no bulk and easy to make direct contact with each of them in terms of their size the researcher was uses available sampling method. All the teachers in the selected schools would be requested to complete the questionnaire. Thus, all 64 physical education teachers of high schools were included.

### **3.8. PROCEDURES OF DATA COLLECTION**

First of all, before the actual study was carried out, a pilot test was made. The purpose of the pilot study was to make necessary clarification on the questionnaire items and to identify some approaching techniques that could help to collect data for the actual research. The researcher made all the necessary amendments on the questionnaire and forwarded it for the

final administration. In order to administer the questionnaire, the researcher first attempted to contact the school principals of the sample schools to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers, and department-heads were informed about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised. To this effect, the respondents were told to reply to the questionnaires based on the facts and their personal feelings. After the respondents had filled the questionnaires, they returned them back to the researcher for further analysis. An interview was also conducted through disclosing the purpose of the study based on the permission from respondents by the researcher. The data of the interview were collected in writing and recording. Besides, document investigation was made by the researcher himself. Then, the researcher collected all the data from the respondents and analyzed them by using different methods of data analysis. Finally, some possible recommendations were forwarded.

### **3.9. METHODS OF DATA ANALYSIS**

Since the collected data were qualitative and quantitative, qualitative and quantitative methods were adopted to analyze the data. Those data obtained through close ended questionnaire were presented in tables and analyzed by frequency counts and percentages. Percentage was also used to examine the personal characteristics of respondents and to check the disparity in responses among different teacher respondents on physical education teachers' job satisfaction. Since the respondents were from more than two schools, SPSS was used to examine the significant differences that exist among the means of the respondents regarding factors that affect teachers' job performance and to test the significant differences among means of responses in groups at alpha 0.05 levels. Mean score of each group and total mean of the groups also used for the analysis. Data obtained through interview and documents were organized and presented through narrative descriptions.

### **3.10. ETHICAL ISSUES**

Informed consent, according to Marczyk, DeMatteo, and Festinger (2005:245), is the system for communicating the research study to potential participants and providing them with the opportunity to make autonomous and informed decisions regarding whether to be participants in

the study or not. It gives the participants the freedom and self-determination to participate or not. In addition, informed consent gives the participants the opportunity to understand the procedures to be employed, the risks, and the demands that may be made upon them (Best & Kahn, 2001:45). Thus, the researcher has to explain all the required information to his/her prospective participants, including the right to confidentiality, the non-disclosure of information, the right to withdraw from the research process at any time, and the benefits of the research. The researcher also provided the participants with the opportunity to ask questions. In the context of this study, the participants are physical education teachers of selected secondary schools in south west Shoa. As adults they are mature enough to make their own decisions after having been informed of all the research issues. If informed consent is to be fully implemented, the researchers have to ensure that the participants have the freedom to voluntarily choose to be members of the research study or not. The researcher is responsible for ensuring the confidentiality of the protected information, but also for maintaining the confidentiality of information with regard to the privacy and dignity of the participants. Thus, confidentiality involves the teacher's right to have control over the use of or access to his or her personal information, as well as the right to have the information that he or she shares with the researcher to be used anonymously and its source to be kept confidential (Marczyk, et al., 2005:244).

### **3.11. PERMISSION to tape-record the interviews**

The participants selected for the interviews would be asked for their permission to have the interviews tape-recorded. Afterwards the interviews were transcribed verbatim.

### **3.12. VALIDITY AND RELIABILITY**

The issue of validity is the most important concept that researcher would requires to deal critically with. The design of the measuring instrument must be valid so that the collected data would lead to sound conclusions. If research is invalid (because of a poor instrument), then it worthless (Cohen et al., 2007:133). Validity is the extent to which the measuring instrument (e.g., a questionnaire) we are using essentially measures the characteristic or dimension we intend to measure (Leedy&Ormrod, 2001:98). This implies, if a questionnaire designed to measure teacher satisfaction measures something else (e.g., achievement), then it is not a valid measure of teacher job satisfaction. In this research validity would be addressed as follows:

**Content validity**, as defined by Cohen et al. (2007:137) is a form of validity that refers to the extent to which the measuring instrument (e.g., test, questionnaire or inventory) shows that it

fairly and comprehensively covers the domain or items that it purports to cover. Thus, in the context of the present study, content validity would be concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables (dependent and independent) discussed in chapters 1 and 2. These variables included salary and benefits (including promotions), all aspects of management (including administrative support, school management, leadership and recognition), workload (including the work itself and its associated responsibilities), and interpersonal relationships (with students, management, parents and with colleagues). The content validity would judge by the researcher as well as by his promoter. Face validity refers to the appearance of the test items. It is where, on the surface, the measuring instrument (test) appears, at face value, to test what it is designed to test (Balnaves&Caputi, 2001 ; Birmingham & Wilkinson, 2003). In other words, if items were supposed to focus on salary and fringe benefits, do the items appear to measure that construct? Like content validity, face validity cannot be checked using statistical significance tests. It is based on subjective judgment. In this study the face validity would judged by the researcher and his promoter.

**Reliability**, as defined by Cohen, et al. (2007:146), is the consistency, dependability and reliability of the measuring instrument over time, and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy&Ormrod, 2001:99). One means of increasing the reliability of the instrument is the inclusion of more items in the questionnaire. In this study, the researcher ensured that there are enough items per construct. (For salary and benefits 19 items are formulated, for management 27 items, for work characteristics 15 items, and for interpersonal relationships 22 items.) In order to determine the reliability of the questionnaire in the study, Cronbach alpha would computed for each of the four main independent variables, and for the one dependent variable (the entire questionnaire). This is a measure of the internal consistency of the questionnaire. Factor analysis would executed, showing three essential factors, namely:

- (i). Salary and benefits,
- (ii). Management, and
- (iii). The work itself, and interpersonal relationships.

However, to obtain a greater understanding of the influence of each of the main factors identified from the literature review, the work itself and interpersonal relationships are handled as two separate factors.

### **3.11.1. THE PILOT STUDY**

Six secondary school teachers from schools were selected purposively for piloting the questionnaire. The purpose of this pilot study was to check the clarity of the questionnaire items and instructions; eliminate poor wording; check the readability and understanding levels of the research respondents; gain feedback on the time required to complete the questionnaire; gain feedback from the teacher respondents on the suitability of the questionnaire items; gain feedback regarding the appropriate time to conduct the data collection; and identify irrelevant items. Based on the pilot study, the following changes would be made to the questionnaire items and the following decisions were made concerning the data collection, namely vague or unclear items are deleted, items having similar concepts or ideas are rephrased and replaced, and irrelevant items are deleted. Regarding the data collection, it is decided, based on the comments from the teacher respondents, that the data would be collected effectively early in the morning (before the start of the classes), or during lunch.

Here also confirmed that my questionnaires has consistency to measure what it has to be measured using cronbach alpha formula and use six secondary school teachers for check up. So the results are summarized below:

| Variables                                | Alpha results      |
|--|--------------------|
| <i>Salaries</i>                          | <i>0.78</i>        |
| <b><i>Fringe benefits:</i></b>           | <b><i>0.59</i></b> |
| <b><i>Advancement and promotion:</i></b> | <b><i>0.76</i></b> |
| Administrative support                   | 0.84               |
| School management:                       | 0.97               |
| Recognition                              | 0.76               |
| <b>Work load:</b>                        | <b>0.78</b>        |
| <b>Work itself:</b>                      | <b>0.82</b>        |
| <b>Responsibility:</b>                   | <b>0.86</b>        |
| <i>Teacher-principal relation:</i>       | <i>0.89</i>        |
| <i>Teacher-colleague relation:</i>       | <i>0.89</i>        |
| <i>Teacher-students relation:</i>        | <i>0.83</i>        |
| <i>Teacher-parents relation:</i>         | <i>0.66</i>        |
| <b>General Job satisfaction:</b>         | <b>0.81</b>        |

So According to McMillan and Schumacher (2010:184) reliability needs to be 0.7 or higher and it has showed that all results are above this point except two variables. Generally this plot of test is convincing me that formulated questionnaires are confidential.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 INTRODUCTION

In this research study the main research question was: What influences the job satisfaction of secondary school physical education teachers in south west Shoa some selected secondary schools. From this, the following sub-questions were formulated:

- ❖ How satisfied or dissatisfied are secondary school teachers in southwest Shoa with the work of teaching and learning?
- ❖ Is there any relation among job satisfaction of physical education teachers and different work factors like as promotional opportunities?
- ❖ Are there statistically significant differences in the job satisfaction of teachers in terms of experience in each school in southwest Shoa?
- ❖ What would be researcher's recommendation for education managers to improve south west Shoa physical education teacher's job satisfaction at selected secondary schools?

This chapter would present the results and a discussion of the results in order to answer the above-mentioned questions. The results were based on the data that were collected using both quantitative measures (questionnaires) and qualitative methods (interviews and open-ended questions). In the first section of this chapter the biographical data of the sample of teachers were provided. The next section presents the results of the quantitative phase. In this section the results from the quantitative data were presented in tables, and are discussed. Thereafter the findings from the qualitative phase that were obtained by means of open-ended questions and interviews are presented. Finally, all the above mentioned findings were interpreted and discussed.

#### 4.2 ANALYSIS OF DEMOGRAPHICAL DATA

Table 4.1 illustrates the respondents' biographical information as determined by questions 1 to 4 of the questionnaire. The total numbers of respondents were 20.

**Table 4.1 the biographical data of the teachers**

| Variable                        |                   | F  | %     |
|---------------------------------|-------------------|----|-------|
| Gender:                         | Male              | 49 | 76.57 |
|                                 | Female            | 15 | 23.4  |
| Age:                            | 21 -29            | 39 | 60.94 |
|                                 | 30-39             | 18 | 28.13 |
|                                 | 40-49             | 7  | 10.94 |
|                                 | >50               | -  | -     |
|                                 | Total             | 64 | 100   |
| Years experience as a teacher:  | 5 or less         | 21 | 32.8  |
|                                 | 6 – 10            | 25 | 39.06 |
|                                 | 11 – 15           | 5  | 7.82  |
|                                 | 16 – 20           | 10 | 15.63 |
|                                 | 21 and more       | 3  | 4.68  |
|                                 | Total             | 64 | 100   |
| Highest academic qualification: | Education diploma | -- | --    |
|                                 | BA/BSc degree     | 64 | 100   |
|                                 | MA/MSc degree     | -- | --    |

Table 4.1 illustrates the following: of the total of 64 physical education teachers, the males were in the majority (N=49, 76.57%), and females made up the rest (N=15, 23.4%). It is evident that the population is mainly composed of male teachers. The frequency distribution of the respondents by age showed that most of them (N=39, 60.94%) were in the age category 21 to 29 years. This group was also the youngest age group. The respondents who belonged to the age category 30 to 39 years constituted the second largest group of respondents (N=18, 28.13%), while (N=7, 10.94% of the sample belonged to the 40 to 49 year-old group. This shows that the group was predominantly young. Table 4.1 also indicates that the largest group (N=25, 39.06 %) of the respondents had 6-10 years experience as a teacher. About (N=21, 32.8 %) of the respondents had five or less years' teaching experience, while (N= 5, 7.82%, N= 10, 15.63%, N=3, 4.68%) had 11-15, 16-20 and 20 or above teaching experiences respectively. This shows that most of the teacher respondents are relatively inexperienced. The table above also shows that the total academic qualification of the respondents were a bachelor's degree (N=64, 100%). This result shows that, on average, the teachers in the selected secondary schools only have a

first degree. This was consistent with the Ethiopian secondary education training system that requires of teachers who teach in secondary schools to have a minimum qualification of at least a bachelor’s degree.

### 4.3 RESULTS OF THE QUANTITATIVE PHASE

For question 1, to facilitate clarity of interpretation, the four questionnaire response categories (strongly disagree=1; disagree=2; agree=3; strongly agree=4) were divided into two categories, namely disagree and agree.

#### 4.3.1 RESEARCH QUESTION 1

How satisfied or dissatisfied are the physical education teachers in secondary schools with the following work factors, namely salary and benefits, management, work characteristics, and interpersonal relationships?

It was indicated in chapter four that the variables that were clustered based on face validity yielded four factors ( salary and benefits, management, work characteristics, and interpersonal relationships) whereas the factor analyses conducted on the aspects of the teachers’ work, yielded three factors (salary and benefits, management, work characteristics and interpersonal relationships). However, to obtain a greater understanding of the influence of each of the variables that were identified and discussed in the literature review section of this study, it was decided to examine separately the factor ‘the work itself and interpersonal relationships’. Therefore, the four factors discussed are (i) salary and benefits, (ii) management, (iii) work characteristics, and (iv)interpersonal relationships. An analysis of each of the four factors follows. Table 4.2 shows the mean satisfaction ratings of the four ‘work’ factors, standard deviations, and the average percentages for satisfaction and dissatisfaction.

**Table 4.2 The teachers’ mean satisfaction ratings of the work factors**

| <b>Factors</b>              | <b>N</b> | <b>Mean</b> | <b>Std</b> | <b>Satisfied (%)</b> | <b>Dissatisfied (%)</b> |
|-----------------------------|----------|-------------|------------|----------------------|-------------------------|
| Interpersonal relationships | 64       | 2.13        | .4971      | 31.19                | . 68.81                 |
| Work characteristics        | 64       | 2.23        | .5998      | 40.14                | 59.87                   |
| Management                  | 64       | 2.28        | .6424      | 30.56                | 69.45                   |
| Salary and fringe benefits  | 64       | 2.1         | .3827      | 21.05                | 78.95                   |

Table 4.2 shows that the lowest mean satisfaction rating was for the salary and fringe benefits factor. This factor includes advancement and promotion opportunities. (The mean value of this factor was 2.1, a value obtained by aggregating the mean values of each of the statements of Tables 4.3, 4.4, and 4.5 that follow, and then dividing this value by the total number of items constituting the factor ‘salary and benefits’ - in this case 19 items). On a scale of 1=strongly disagree/dissatisfied to 4=strongly agree/satisfied, it can clearly be seen that the teachers’ experience of this factor was towards the disagreement or dissatisfaction end of the continuum. Table 4.2 also shows the mean satisfaction rating of the management factor. This aspect focuses on administrative support, school management and leadership, and recognition. The mean value of this factor was 2.28, a value which is below average, thus indicating that, in general, teachers were relatively dissatisfied with this aspect of their work. Work characteristics encompass workload, the nature of the work and responsibility.

A mean of 2.23 , as illustrated by Table 4.2, indicates that teachers were also relatively dissatisfied with this aspect of their work. Table 4.2 indicates the mean satisfaction rating of the interpersonal relationships factor. This factor includes the relationship of teachers with their principal, colleagues, students and parents. A mean factor of 2.13 indicated that the teachers were slightly above average satisfied with interpersonal relationships. This is the highest mean of all the factors, indicating that this aspect of their work was the most satisfying.

Finally, Table 4.2 illustrates that, in rank order, the percentage of teachers who expressed their disagreement on the factor salary and benefits accounts for 68.95%, while those teachers who indicated agreement/satisfaction accounted for only 31.15% of the sample; for the factor management 69.45% disagreed, and 30.56% agreed; for work characteristics the teachers were divided in their sentiments, with 40.14% who expressed their agreement, and 59.87% their disagreement with the positive statements. They were also divided regarding their relationships with the principal, colleagues, students, and parents. 31.19 % of the teachers expressed their agreement while 68.81% expressed their disagreement with the positively formulated interpersonal relations items

### 4.3. FACTOR 1: SALARY AND FRINGE BENEFITS

The frequencies, percentages and means of the teachers' responses indicate whether they were satisfied or dissatisfied with their salaries (Table 4.3), their fringe benefits (Table 4.4), and their opportunities for advancement and promotion (Table4.5)

**Table 4.3. The teachers' views on their salaries**

| Statements  | N  | Agree<br>f(%) | Disagree<br>f(%) | Mea<br>n | Std.<br>Devia<br>tion |
|---|----|---------------|------------------|----------|-----------------------|
| 8.my salary compares well with my qualification         | 64 | 8(12.5%)      | 56(87.5%)        | 1.80     | .694                  |
| 9.salary compares well my work load                     | 64 | 7(10.9%)      | 57(89.1%)        | 1.91     | .555                  |
| 10.salary is appropriate for my experience              | 64 | 10(15.6%)     | 54(84.4%)        | 1.86     | .710                  |
| 11.salary enhances my status                            | 64 | 12(18.8%)     | 52(81.3%)        | 2.00     | .756                  |
| 12.salary improves my commitment                        | 64 | 11(17.2%)     | 53(82.8%)        | 2.02     | .577                  |
| 13.I earn well in comparison to other professional jobs | 64 | 12(18.8%)     | 52(81.3%)        | 2.02     | .604                  |
| 14.I have good expectation of salary increase           | 64 | 9(14.1%)      | 55(85.9%)        | 2.00     | .535                  |
| 15.my salary is equal to effort I put in my job         | 64 | 9(14.1%)      | 55(85.9%)        | 1.97     | .563                  |
| 16.my salary covers all my basic needs                  | 64 | 5(7.8%)       | 59(92.2%)        | 1.78     | .576                  |
| 17.my salary keeps me in my job                         | 64 | 12(18.8%)     | 52(81.3%)        | 2.47     | 3.924                 |
| 18.I am satisfied with my salary                        | 64 | 8(12.5%)      | 56(87.5%)        | 1.81     | .639                  |
| Variable  |    |               |                  | 1.96     |                       |

**Table 4.4 the teachers' views on their fringe benefits**

| Statement                                     | N  | Agree<br>f(%) | Disagree<br>f(%) | Mean | Std   |
|---|----|---------------|------------------|------|-------|
| 19.I am pleased with vocation leave I get     | 64 | 27(42.2%)     | 37(57.8%)        | 2.30 | .683  |
| 20.I am happy with types of allowances given  | 64 | 7(10.9%)      | 57(89.1%)        | 2.44 | 3.919 |
| 21.the quality of in-service training is good | 64 | 22(34.4%)     | 42(65.6%)        | 2.23 | .684  |
| 22.as a teacher I enjoy many benefits         | 64 | 13(20.3%)     | 51(79.7%)        | 2.16 | .479  |
| Variable                                      |    |               |                  | 2.28 |       |

**Table 4.5 the teachers' views on advancement and promotion**

| Statement  | N  | Agree<br>f(%) | Disagree<br>f(%) | Mean | Std   |
|--|----|---------------|------------------|------|-------|
| 23. I have many opportunities for professional advancement           | 64 | 10(15.6)      | 54(84.4)         | 2.08 | .482  |
| 24. I have opportunity for promotion                                 | 64 | 28(43.8)      | 36(56.3)         | 2.39 | .681  |
| 25. I am happy with the way teachers are evaluated                   | 64 | 11(17.2)      | 53(82.8)         | 1.80 | .717  |
| 26. my job provides me with an opportunity to achieve professionally | 64 | 9(14.1)       | 55(85.9)         | 2.52 | 3.900 |
| Variable   |    |               |                  | 2.19 |       |

The results in Table 4.3 show that the teacher respondents mostly disagreed with all of the 11 statements. Thus, the data tended to reflect a pattern of teacher discontent as far as salary is concerned. In addition, a variable mean of 1.96 indicates that the teachers were very dissatisfied with this aspect of their work. The highest area of dissatisfaction or disagreement had to do with the appropriateness of their salaries to their experience, and the overall less expectation of their salaries increase and failure of their salaries to cover all their basic needs (N=55, 85.9%, N=59,92.2), respectively and followed by the factor whether their salaries compare well with their qualification, work load and whether this salary is capable to keep them in their work and here I have confirmed that they are (N=56, 87.5%, N=57,89.1%, N=52, 81.3) correspondingly were disagree on these statements.

The third area of discontent was related to whether their salary enhanced the status they had in the community, the comparison between teachers' salaries and the effort needed for the job, and whether they were learning well in comparison to other professionals (N=52, 81.3%, N=55, 85.9%, N=52, 81.3%) respectively. The 82.8% of the respondents expressed their disagreement with the statement "My salary improves my commitment". Table 4.4 shows the frequencies, percentages, and the means of each of the teachers' responses to the four statements that focused on fringe benefits. A variable mean of 2.28 indicated that the teachers were very dissatisfied with the fringe benefits they received. More than 75% (N=15,) of the respondents reported their disagreement with the statement that they enjoyed many benefits. Similarly, the majority of the teacher respondents (N=51, 79.7%) were not happy with the types of allowances given to them.

65.6% of the respondents expressed their dissatisfaction with the quality of in-service training that they received, while just more than half of the teachers disagreed that they were happy with their vacation leave (N=37, 57.8%). According to Table 4.5, the teachers held strong negative views of the opportunities they had for advancement and promotion. This was also evident from a variable mean of 2.19 which indicated that the teachers were highly dissatisfied with their fringe benefits. Slightly more than half of the respondents expressed their unhappiness with the opportunities for promotion, professional advancement, and with their opportunity to achieve professionally (N=36, 56.3% N=54, 84.4, N=55, 85.9) respectively. In addition, they have strongly stated that they were disagree with the way teachers are evaluated (N=53, 82.8%).

The teachers' responses showed that the perceived poor teacher salaries were a significant factor influencing their job satisfaction. The gross monthly wages of teachers interviewed varied from ETB 3275 or USD 121.3 (beginning secondary school teacher) to ETB 9849 or USD 364.77 (senior lead teacher). The teachers indicated that the inflation rate, according to a survey in July 2012 conducted by the Ethiopian Central Statistics Agency, was between 20% and 30%. Thus, the South west Shoa teachers in the sample typically commented: 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 to 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. This is the view expressed by one secondary school physical education teacher: My poor salary influenced my day-to-day activities. I am forced to involve myself in other part time activities. If I had enough money, I could use this time to prepare lessons. I am aware that this time is being misused by me in being absent from class, but teaching cannot fulfill my basic needs and to survive I need to be involved in other activities. I know this extra work impacts on my regular work [teaching].

According to the teachers, their salaries did not constitute a living wage. One teacher attested to the fact that by the 18th or 20th of a month, his house is empty of basic necessities, and he is forced to leave home without having had breakfast. Thus, he is unable to handle his teaching duties effectively. Others stated: It is common to see young and less experienced teachers borrowing here and there. My salary lasts me 15 days. Then I have to ask somebody to lend me money, or to go to school hungry. And yet there is no hope for a salary increment. My low salary with no allowances strongly affects my life. I am teaching children, and hence I should be free from any external influence.

Problems at home should not influence my working environment. Is it possible to effectively perform school activities with such problems following you everywhere? I should be physically, psychologically, and mentally fit so that when I am in class I can teach effectively. Recently the government announced the introduction of a new career ladder called 'advanced lead teacher' as a means of supporting teachers. The addition of this career ladder and the associated benefit seemed to have caused heated debates. In a report the officials of the country announced that most teachers were satisfied with its introduction. However, the teachers in the sample indicated that they were not happy with the way the government treated the situation, and some of the teachers indicated their grievance by striking. One teacher stated: In 2012, we asked the government to consider our living conditions and to improve our salaries. However, we were told about the introduction of an additional career ladder. This added very little to our monthly salaries. We are very upset. What can we do with this small amount of money? This shows that the government does not care about the teachers and the profession.

The teachers also indicated that their salaries compared unfavorably with those of other professions. Some of the teachers reported feeling inferior to other professionals. This caused dissatisfaction, and a high attrition rate of experienced and qualified teachers. For example, A civil servant from another organization with eight years of working experience can earn birr 6452 or about USD 239. However, a teacher with the same years' experience and qualifications earns birr 4085 or about USD 151. This is a big difference, and makes me unhappy with my work. In addition to this, the workers from other institutions are promoted easily and quickly. A teacher has to wait at least three, four, or five years to be promoted to the next level on the career ladder. Teacher turnover is a common phenomenon.

Every day, week, month, and annually teachers leave the profession. Who would be responsible to teach the citizens? Our children are not given quality education. They are victims of a poor



education system. The teachers who were interviewed indicated a strong desire for more promotion opportunities. This desire is related to the fact that promotion would lead to an improved salary, to more employment opportunities, and to progression on the career ladder. However, the teachers believed that their opportunities for promotion were limited and constrained by the unreasonable bureaucracy that manages promotion. The teachers also thought that the promotion opportunities and practices were unfair, and discriminated against many of them, because they were based on party affiliation or ethnicity.

However, the majority of the teachers believed that if a teacher performed his/her teaching responsibility actively, he/she could attain the next level of the career ladder. Therefore, career progression was perceived to be a gradual acquisition of teaching skills and performances, and this was the only available promotion opportunity for physical education teachers of secondary schools in South west Shoa.

For example, In our country promotion is not based on efficiency and experience alone. You should fulfill other additional criteria. First, you should be a member of the existing political party [the government]. Only those individuals who are highly active in political activities get the chance for these positions. The teachers expressed the view that the teachers' non-ability to be promoted was one of the reasons by some good teachers were lost to the profession, while those who remained in teaching believed that their status and recognition were poor. A comment was: A hardworking and outstanding teacher would perhaps not be promoted. What is disappointing is that a hardworking teacher and an irresponsible teacher are treated equally and this seriously demotivates teachers.

Thus, this study confirms the teachers' dissatisfaction with their salaries that was found in studies by Bolin (2007:59); Jyoti and Sharma (2006:355); Garrett and Ssesanga (2005:44); Akiri and Ogborugbo (2009:55); Ingersoll and Smith (2003:32); Gates and Mtika (2011:43); and Wole (2002:15). Jyoti and Sharma (2006:355) documented that more than 90% of the teacher respondents in their survey were not satisfied with their salaries. In addition, a local survey conducted by Wole (2002:15) showed poor and inadequate salaries and salary inequalities between teachers and non-teachers as the most stressful (dissatisfying) aspect of the teachers' work. In this study, 90.3% of the teacher respondents were dissatisfied with their salaries (see Table 4.4). The teachers reported that the salaries they received did not compare well with the qualifications they had, with other professions, with their efforts and experiences, did not cover all their basic needs, and did not enhance their commitment to teaching (see Table 4.4). The

perceived low salaries affected the value, respect, and status teachers had in their societies. It appears that the salaries the teachers earned were not sufficient to fulfill the teachers' lower order physiological or biological needs (Maslow, in section 2.2.1.1). In addition, their salaries were not comparable to their efforts and experiences, and this, in accordance with Expectancy Theory (see section 2.2.3), created teacher dissatisfaction with their work.

In line with Herzberg's Two-factor Theory, if extrinsic factors like salary, fringe benefits, and promotion opportunities were not fulfilling and satisfying, the teachers would be dissatisfied with their work (see section 2.2.2.2). The Ethiopian education policy stated that steps would be taken to motivate teachers (MoE 1994:22). However, the result of this study showed that teachers, in addition to their salaries, received only housing allowances. They lacked other important benefits, despite the fact that housing and transport services were, according to them, becoming more and more costly. Thus, the teachers often took on other jobs and were less committed to their teaching.

#### 4.4. FACTOR 2: MANAGEMENT

The frequencies, percentages, and the means of the teachers' responses indicated their satisfaction or dissatisfaction with management. This included the administrative support they received (Table 4.6), school management and leadership (Table 4.7), and the recognition they received (Table 4.8).

**Table 4.6 The teachers' views on administrative support**

| Statement  | N  | Agree<br>f(%) | Disagree<br>f(%) | Mean | Std   |
|--|----|---------------|------------------|------|-------|
| 27.I am satisfied with administrative support at school                | 64 | 8(12.5)       | 56(87.5)         | 2.00 | .617  |
| 28.the administrative support enhance my commitment                    | 64 | 22(34.4)      | 42(65.6)         | 2.28 | .576  |
| 29.I have enough instructional material                                | 64 | 34(53.1)      | 30(46.9)         | 2.42 | .730  |
| 30.my school has good security   | 64 | 30(46.9)      | 34(53.1)         | 2.42 | .730  |
| 31.I get enough support with student disciplinary problems             | 64 | 19(29.7)      | 45(70.1)         | 2.67 | 3.904 |
| 32. School administration supports good teacher-students relationship. | 64 | 16(25)        | 48(75)           | 1.84 | .877  |
| 33.the school administration fairly evaluate my work                   | 64 | 19(29.7)      | 45(70.1)         | 2.11 | .693  |
| Variable   |    |               |                  | 2.25 |       |

**Table 4.7.the teachers' views on school management and leadership**

| <b>Statement</b>  | <b>N</b> | <b>Agree<br/>f(%)</b> | <b>Disagree<br/>f(%)</b> | <b>Mean</b> | <b>Std</b> |
|---|----------|-----------------------|--------------------------|-------------|------------|
| 34.I am satisfied with our school policies                                      | 64       | 31(48.4)              | 33(51.6)                 | 3.47        | 5.407      |
| 35.I am happy with how Decisions are made<br>At my School                       | 64       | 19(29.7)              | 45(70.3)                 | 3.20        | 5.428      |
| 36.I am pleased with leadership style of<br>school Director                     | 64       | 7(10.9)               | 57(89.1)                 | 2.08        | .563       |
| 37.I am Satisfied With Teacher Management<br>System of the school               | 64       | 32(50)                | 32(50)                   | 2.41        | .750       |
| 38.the leadership style of my school Enhance<br>my commitment                   | 64       | 19(29.7)              | 45(70.3)                 | 2.14        | .710       |
| 39.I am Pleased With leadership Quality Of<br>My School Director                | 64       | 12(18.8)              | 52(81.3)                 | 2.05        | .575       |
| 40.I am Satisfied with How School Director<br>Handles The Teachers              | 64       | 18(28.1)              | 46(71.9)                 | 2.23        | .684       |
| 41.My School Director Works Well In a<br>Group                                  | 64       | 14(21.9)              | 50(78.1)                 | 2.09        | .583       |
| 42.My school Director is Competent  | 64       | 25(39.1)              | 39(60.9)                 | 2.33        | .691       |
| 43.The School Director Supports The Staff                                       | 64       | 17(26.6)              | 47(73.4)                 | 2.06        | .814       |
| 44.My school Leader Values Me as Teacher  | 64       | 23(35.1)              | 41(64.1)                 | 2.22        | .845       |
| 45.My school Leader Treat me Fairly   | 64       | 13(20.3)              | 51(79.7)                 | 2.00        | .816       |
| 46.My School Leader Listens to My<br>Suggestion                                 | 64       | 13(20.3)              | 51(79.7)                 | 2.09        | .660       |
| 47.My school director try his best toward<br>fulfilling the school mission/goal | 64       | 29.(45.3)             | 35(54.7)                 | 2.81        | 3.915      |
| 48.my school Director focuses His attention<br>On identifying my Strength       | 64       | 18(28.1)              | 46(71.9)                 | 2.08        | .741       |
| Variable  |          |                       |                          | 2.34        | .          |

**Table 4.8 The teachers' views on the recognition they receive**

| <b>Statement</b>   | <b>N</b> | <b>Agree<br/>f(%)</b> | <b>Disagree<br/>f(%)</b> | <b>Mean</b> | <b>Std</b> |
|--|----------|-----------------------|--------------------------|-------------|------------|
| 49.In my school I am recognized for a job Well Done                  | 64       | 19(29.7)              | 45(70.3)                 | 2.13        | .724       |
| 50.I get enough recognition from education leaders                   | 64       | 17(26.6)              | 47(73.4)                 | 2.06        | .774       |
| 51.At my school the parents respect the Teachers                     | 64       | 26(40.6)              | 38(59.4)                 | 2.31        | .957       |
| 52.At my school the students respect the teachers                    | 64       | 15(23.4)              | 49(76.6)                 | 2.03        | .796       |
| 53.I get enough recognition from My immediate Supervisor For my Work | 64       | 23(35.9)              | 41(64.1)                 | 2.22        | .917       |
| Variable   |          |                       |                          | 2.15        | .          |

Table 4.6 presents the teachers' views on the seven statements constituting the administrative support variable. This table depicts that most of the respondents were dissatisfied with each of the seven statements. Thus, it seems that teachers were dissatisfied with the school administration practices. The variable mean of 2.25 also confirms the teachers' negative views regarding the support provided by their school administrators. Most of the teachers expressed dissatisfaction with the availability of instructional materials (N=30, 46.9%). In addition, nearly two-thirds of the teacher respondents reported having negative views of the support provided with respect to student disciplinary problems (N=45, 70.1%), school administration and the influence the school administration has on the teachers' commitment levels (N=42, 65.6%). Most of the respondents reported their dissatisfaction with school security (N=34, 53.1%), and unfairness of the school administration's evaluation system to evaluate the teachers' work (N=45, 70.1%).

According to Table 4.7, slightly more than two-thirds of the teacher respondents reported their unhappiness with the way decisions were made at their school (N=45, 70.3%). In addition, exactly the same percent of the respondents indicated that the leadership style practiced by their principals did not enhance the teachers' commitment (N=45, 70.3%). It is also evident from Table 4.8 that nearly two-thirds of the respondents viewed the leadership quality of their

principals and the teacher management system of their schools as not satisfying and/or discouraging (N=52, 81.3%;). Many respondents were displeased with their schools' policies, with the way the school director handles teachers, and with the leadership style of their school directors (N=33, 51.6%; N=46, 71.9%; N=57, 89.1%), respectively.

In general, the teachers were dissatisfied with the school management and leadership practices of their school leaders with Mean=2.34. Table 4.8 indicates that most of the respondents were dissatisfied with each of the five issues stated. This was also evident from the variable mean of 2.15, a value below average satisfaction on a scale of 1=strongly disagree/dissatisfied to 4=strongly satisfied/agree. Specifically, more than 76.6% of the teacher respondents were dissatisfied with the respect they received from their students, and the student's parents (N=38, 59.4%), while 64.1% have dissatisfaction for recognition they received from their immediate supervisors and educational leaders. Lastly, they have also expressed their dissatisfaction for non recognition for the work well done.

The teachers believed that if the desired quality of education is to be achieved, the teachers should be moved from the periphery to the very centre of the education processes. They should be involved in decisions that affect their work, the quality of education, the curriculum and policy development, and school improvement. For example, the teachers should be given the opportunity to comment on and contribute to curriculum-development activities. Education leaders, stakeholders and the government should work co-operatively with teachers, students, parents and teacher unions to address educational reforms. The teachers repeatedly voiced the recommendation that school principals should have clarity about their roles and responsibilities, and should be accountable. In addition, the school leaders should be appointed because of their managing skills and abilities, and not on ground of their political affiliations. School leadership and administration surfaced as a crucial area of concern for the teachers in the sample. According to the questionnaire data, poor school management was the second most dissatisfying issue for the teachers (see Table 4.3).

Dissatisfaction with school leaders was specifically mentioned. During the interviews, this factor was also frequently mentioned, in addition to poor salaries and benefits. The teachers expressed the view that they were excluded from decision-making in the school, and in decisions with regard to promotions. Yet, they were continuously expected to implement innovations and new

initiatives. One comment was: During meetings, our school leaders do not accept our suggestions, or discuss the issues on the agenda, other than their own issues. They also autocratically decide whatever they want. The teachers interviewed thought that their principals were not competent, supportive or fair. They also seemed to believe that the poor quality of school education was related to less than satisfactory leadership in schools. For example, they [managers] do not listen to others' suggestions. They do not act as mentors. They do not understand the teachers' problems; they simply rush to write warning letters to deduct money from teachers' salaries. This is because they are not skilled, experienced and visionaries. They become principals because of their political views. There is a knowledge gap between the administrators and the teachers. I believe they are not competent enough to support and evaluate teachers [with regards to] academic matters. The teachers reported that their school leaders were appointed for their political views, which were not well qualified, and were not committed to their work. For example, how is it possible to talk about job satisfaction and school quality when teachers have no respect for their leaders and when education and politics are not separated?

When teachers and the government see each other as enemies?

We have a young, inexperienced, and not professionally assigned principal. She tried to respect older and experienced teachers. However, due to her lack of experience and knowledge of procedures, she was quick to write warning letters, and this led to conflict. The teachers also expressed the view that the school environment did not allow them to develop their full potential. This was attributed to the fact that the schools were political centers, and that school principals were indifferent to the school's mission. For example, All the activities in the school compound are related to political issues, and this makes me dissatisfied. The most discouraging factor is the school environment. It is surrounded by bad activities, such as the students' bad behavior, poor teacher-principal relations, leadership partiality, poor salary, a lack of professional freedom, and poor school management. The teachers reported a lack of respect and support from their principal, and being reprimanded in the presence of their colleagues and students. The following comment serves as an example:

Near the end of the school academic year, my brother-in-law was seriously sick and was in a coma. I informed the school principal, and I went to attend to the situation. Unfortunately, we could not help him [my brother-in-law], and he passed away. According to our culture, I attended the funeral ceremony, and was back at school after a week, wearing black clothes, based on our

culture. When the school principal and I saw each other, knowing the case, he did not even ask me about the situation. He viewed me critically and reprimanded me in the presence of my colleagues and the students. My expectation was that the school principal would show empathy and support, but the opposite happened. The teachers also indicated the view that in the 1960s and early 1970s, teachers were seen as bringing about progress, enlightenment, modernity and development. They were held in high public regard, and were recognized for their achievements and efforts. They were rewarded and respected by the community, their students and the government. But now, the public's regard for teachers has deteriorated and teachers observed a lack of respect from their students.

One teacher referred to the fact that he was 'ashamed' that he was a teacher. The teachers believed that this lack of recognition was related mainly to their poor remuneration packages. The society does not respect teachers because of their poor standard of living ... their poor style of clothing and their lack of influence. The teachers repeatedly mentioned their dissatisfaction with regard to the treatment by the education leaders and the higher officials of the country. The lack of respect and recognition caused a lot of disappointment among secondary school physical education teachers in South west Shoa. The following comment was typical: The government is responsible for lowering our status and respect from the community.

The top officials of our country insulted us by saying "WALGIE MEMIHIR (a teacher who is not responsible)". So, if the top ministers do not respect you, what could you expect from the society or from the students? If the government does not value teachers, so does the society, and our students. We do so much but we are not recognized. We are not consulted on anything, but criticized for everything. The media hammers you. I often feel demoralized when I think about the criticisms against teachers. The teachers' issues are not addressed by the government. We are neglected.

In line with the above-mentioned results, Baker (2007:83) reported that the teacher respondents in his study viewed administrative support as inadequate, and this was one of the primary reasons for the teachers leaving the profession. In their study of teacher commitment trends in Hong Kong, Choi and Tang (2009) found that the teacher respondents appeared uncommitted to their job, as was found in this study, due to their perceived lack of administrative support. In addition, Ingersoll and Smith (2003:32), as well as Wright and Custer (1998:62), reported that administrative support was the least satisfying aspect of the work of the respondents. In the teachers' views, they were dissatisfied with how administrators and principals supported them

with students' disciplinary problems, and the students' lack of motivation. In contrast to the above, a USA study by Chang, et al. (2010:5-6) revealed that administrative support was one of the most significant and strongest predictors of teachers' job satisfaction, in comparison to other variables. Another USA study also showed that administrative support exhibited the strongest positive influence on teacher satisfaction and commitment (Gardner, 2010:119). This was similar to the findings of Ma and McMillan (1999:46), namely that school administration positively affected the teachers' job satisfaction.

As regards leadership practices (decision-making, the leadership of the principal, leadership quality, and teacher handling systems), this study indicated that more than half of the sample (57.8% - see Table 4.7) of the teachers were dissatisfied with this aspect of their work. This is in line with the study by Weiqi (2007) that found that teachers were dissatisfied with school leadership and administration systems. Also, a previous local survey by VSO (2008:35) confirmed that the teachers were demotivated by the authoritarian styles of leadership practices in their schools. This issue did not seem to improve with time, and is still negatively affecting teachers' job satisfaction in Oromian secondary schools in South west Shoa. In spite of many changes in the Ethiopian education system, including the transformation of existing management systems, it was evident from the teachers' responses that they thought poor quality leadership caused them to become unmotivated. The 1994 Ethiopian education policy declared that non-political education would be provided at all education levels. The teachers in the sample, however, thought that they were exposed to political influences, due to their school principals' ideologies. This confirms previous views. For example, an education sector development programme indicated the need for improvement in school leadership (Psacharopoulos & Patrinos, 2004). The document indicated that irrelevant and uncoordinated training courses by the school leaders had not succeeded in overcoming the challenges related to school leadership, and that it remained poor. This study shows that poor management had a negative effect on the job satisfaction of teachers.

#### **4.5. FACTOR 3: WORK CHARACTERISTICS**

The work characteristics included workload (Table 4.9), the work itself (Table 4.10), and their responsibilities at work (Table 4.11).



**Table 4.9. The teachers' views on their workload**

| <i>Statement</i>   | <i>N</i> | <i>Agree<br/>f (%)</i> | <i>Disagree<br/>f (%)</i> | <i>Mean</i> | <i>Std</i> |
|--|----------|------------------------|---------------------------|-------------|------------|
| 54.I am satisfied With my Work load<br>Within my department  | 64       | 43(67.2)               | 21(32.8)                  | 2.73        | .672       |
| 55.I am happy with My work hours                             | 64       | 46(71.9)               | 18(28.1)                  | 2.75        | .756       |
| 56.The demands Of my Job is Fair                             | 64       | 33(51.6)               | 31(48.4)                  | 2.45        | .795       |
| 57.I have Enough time to participate in<br>Social Activities | 64       | 52(81.3)               | 12(18.8)                  | 2.89        | .875       |
| <i>Variable</i>  |          |                        |                           | 2.71        |            |

**Table 4.10. The teachers' views on the work itself**

| <b>Statement</b>                                      | <b>N</b> | <b>Agree<br/>f(%)</b> | <b>Disagree<br/>f(%)</b> | <b>Mean</b> | <b>Std</b> |
|---|----------|-----------------------|--------------------------|-------------|------------|
| 58.I am Happy With types Of work<br>I do as a teacher | 64       | 32(50)                | 32(50)                   | 2.56        | .871       |
| 59.I have opportunity for personal<br>Development     | 64       | 14(21.9)              | 50(78.1)                 | 2.09        | .729       |
| 60.I get pleasure from teaching                       | 64       | 25(39.1)              | 39(60.9)                 | 2.42        | .793       |
| 61.I get Intellectual rewards from<br>teaching        | 64       | 46(71.9)              | 18(28.1)                 | 2.87        | 1.420      |
| 62.I have opportunity to use My<br>skills At school   | 64       | 25(39.1)              | 39(60.9)                 | 2.30        | .683       |
| 63.I believe my teaching develops<br>the children     | 64       | 33(51.6)              | 31(48.4)                 | 2.38        | 1.016      |
| <b>Variable</b>                                       |          |                       |                          | 2.4         |            |

**Table 4.11 The teachers' views on the responsibilities of their work**

| <b>Statement</b>   | <b>N</b> | <b>Agree<br/>f(%)</b> | <b>Disagree<br/>f(%)</b> | <b>Mean</b> | <b>Std</b> |
|--|----------|-----------------------|--------------------------|-------------|------------|
| 64.I am satisfied With my autonomy as a teacher                    | 64       | 19(29.7)              | 45(70.3)                 | 2.23        | .750       |
| 65.I am satisfied With amount Of Freedom I have in Decision making | 64       | 23(35.9)              | 41(64.1)                 | 2.22        | .845       |
| 66.I am satisfied with my responsibility to solve school problems  | 64       | 36(56.3)              | 28(43.8)                 | 2.64        | 1.014      |
| 67.I am pleased with my teaching responsibility                    | 64       | 26(40.6)              | 38(59.4)                 | 2.44        | .614       |
| 68.I am satisfied with my school responsibility after class        | 64       | 21(32.8)              | 43(67.2)                 | 2.16        | .781       |
| variable   |          |                       |                          | 2.34        |            |

Table 4.9 shows that more than 81.3% of the respondents were satisfied with the time they had to participate in social activities (N=52, 81.3%). Just more than half of the respondents were satisfied with their workloads in their schools, and with their working hours (67.2% and 71.9%, respectively). No item in this group that met negativity. According to Table 4.10, the mean satisfaction of respondents on the work itself (mean=2.4) variable fell in the dissatisfied range. The variable mean of 2.4 also indicated that the teachers were on average less satisfied with this aspect of the work itself.

The data from Table 4.10 revealed that the teachers expressed their disagreement with the issues stated. Some of the respondents were unbelievably that their teaching developed the children (N=31, 48.4%). Also, about (N=32, 50%, N=39, 60.9%) of the respondents were unhappy with the type of work they did, and with the opportunities they had to use their own skills at school respectively. In addition, the teachers had strong negative feelings about the apparent lack of

opportunities they had for personal development (N=50, 78.1%). Again, 18(28.1%), of the teachers disagreed with the statement “I get intellectual rewards from teaching”. 60.9% of them have also exposed that they are getting zero pleasure from their teaching. Table 4.11 shows the teachers’ perceptions of their responsibilities at work. The variable mean of 2.34 for the five items indicated that the teachers, on average, were less satisfied with this aspect of the work itself. From the data in Table 4.11, it is evident that the teachers were particularly dissatisfied with the freedom they had in decision-making, with 64.1% reporting to be dissatisfied, while 59.4% of the teachers were pleased with their teaching responsibilities.

The work characteristics included the teaching itself, responsibility and workload. From the work factors identified as affecting the teachers’ job satisfaction, the mean ratings related to work characteristics, as depicted in Table 4.3, illustrated that this factor was the second most important in enhancing job satisfaction (interpersonal relationships was the most important factor). In the interviews, the teachers repeatedly referred to the powerful feeling of love they had for teaching. For example, I love teaching very much. Teaching has so many advantages. It lets you read and stay in contact with current information. In addition, teaching gives you autonomy and lets you focus only on your duty. No one interferes with your work. You are the one who controls every activity of your class. You know, a teacher means truth.

You do not lie to your learners. If you are a mathematics teacher, for example, you always know and teach that  $2+2=4$ . The same is true when you teach physical education. I love the profession because teaching develops me from the very beginning. This profession is mixed with my blood. I know that if I were in other organizations or institutions or professions, I would not be poor. However, I believe that because of my professional contribution there are many scientists, doctors, engineers, pilots, teachers, managers, etcetera in our country. The teachers’ sense of professional worth and value, their capacity to influence the achievement and success of their students, and their contribution to the development of their country were some of the most frequently mentioned aspects of their work that provided them with a sense of great satisfaction. This is illustrated by the following comments: A farmer prepares his land for harvest and sees his one-year season product. Starting from the beginning to the end of a year he prepares his land and would see the result of his one-year land product. However, if you consider a teacher, he or she plants wisdom or knowledge into others’ minds for lifelong learning. I get a lot of satisfaction from helping to open students’ minds, their ‘selves’, and their souls. The teacher is

responsible to adjust the whole personality of children. This in itself is very important and makes me happy. You are the nearest intellectual support to children to clean, make good, and brighten their minds and plant worthwhile ideas in their minds for the rest of their lives. You can contribute towards them becoming professors, doctors, engineers and leaders of their country, and this makes me happy.

These Physical education teachers also expressed positive views on how they accepted the responsibility for whatever teaching entailed. These views are reflected by the following comments: I do accept my teaching responsibilities. I am a member of the disciplinary committee. I act as a negotiator when there is conflict among people. I was the chairperson of the school's beauty and recreation club, etcetera...I do all these activities with no other external influence but my motivation. I am self responsible. I give advice and mentor the young teachers with regard to their behavior, method of teaching, handling the system of misbehaving students, and how to be role-models for students, how to be responsible for every activities of their young teachers, etcetera. In addition, when I see wrong acts from the school administration, I give them advice and feedback. There was a teacher in our school who did not teach his students responsibly. This teacher comes to class without being prepared, and leaves the class early. The students were angry. The other day when this teacher came to class all the class students lay down on their desks and showed their unwillingness to be taught. They did it repeatedly. I then assumed responsibility to solve the issue. I gave him [the teacher] the advice to respect his students, to teach the students responsibly, and to understand his students. I was able to solve the problem effectively, and this makes me happy. It was also interesting to note that the teachers voiced very little concern about their workloads. The teachers explained that in comparison to previous years, their workloads were reasonable, and they were able to accomplish their tasks comfortably. However, the teachers voiced their disappointment in respect of activities related to paperwork, like Continuous Professional Development (CPD), the School Improvement Program (SIP), and others. The following are typical comments: As compared to previous years, now it [the workload] is okay. On average, you have between 8 and 14 credit hours per week. However, other work-related activities like CPD, SIP, and etcetera are tiresome, and take up too much of our time. The workload in our department is fair and not that difficult. The problem is with the period distribution. We are forced to teach during the first [morning] and last [afternoon] periods

or first period and last (sixth period) in simple word. Moreover, other paper-related activities such as CPD and SIP add unnecessarily to our workloads.

This study found that many of the secondary school teachers spoke positively about their profession and the value of their profession for the development of children. This finding is consistent with the findings in studies by Bolin (2007:56); Jyoti and Sharma (2006:354); and Perrachione, et al. (2008:8). Jyoti and Sharma's (2006) investigation revealed that the teachers found teaching interesting. The teachers in Perrachione, et al.'s (2008:8) study reported that working with students was one of the reasons for their satisfaction with teaching. The results of this study, however, also showed that the teachers were not happy with the opportunities for personal development (see Table 4.9).

The teachers reported that teaching did not give the majority of the teachers the opportunity to continue their education. According to Kim (2005:669), individuals that score high on aspects related to the work itself, have high possibilities for reporting satisfaction. The data from both the interview and questionnaire revealed that the teachers were unhappy with their limited participation in decision-making. This lack of freedom inhibited the teachers to assume full responsibility to solve school-related problems. This lack of responsibility and dissatisfaction among the school teachers were reflected in the teachers' demotivation. They confessed to a reluctance to actively participate in school activities, they adopted uncreative teaching styles, and were resistant to change, and to contributing more than was expected of them. This confirms Boey's (2010:2) statement that when teachers are not given the opportunity to solve practical school problems, and do not receive support from their superiors, this can contribute to job dissatisfaction and demotivation (see section 2.2.1.3).

However, it is interesting to note that a significant number of teachers were, nonetheless, pleased with their teaching responsibilities. This may be attributed to the fact that the teachers in this sample professed to love teaching. The teachers clearly voiced their concern for their students, and the belief they had that their teaching developed the children. This motivated the teachers to be involved in the teaching of their subjects, TDP, lesson preparation, the documenting of portfolios, and counseling. All these activities require a significant amount of effort from the teachers. However, this positive issue was less significant than the dissatisfaction with what they perceived as the unfair demands of the job (see Table 4.8). When teachers perceived their

workload to be unfair, their dissatisfaction with their job increased. This is in agreement with Ellickson's (2002:352) finding that employee perceptions of workload influenced their job satisfaction (see section 3.2.1.5). Although a significant number of the teachers were dissatisfied with the demands of their job, they were, however, satisfied with the workload within their department, with their work hours and the time they had to socialize (see Table 4.9). This study revealed that the teachers had satisfying relationships with the colleagues in their departments, and this sense of collegiality implied shared responsibilities, and thus created satisfaction

#### 4.6. FACTOR 4: INTERPERSONAL RELATIONS

Interpersonal relationships may also influence job satisfaction. Table 4.12 illustrates the teachers' views on their relationships with their principals; Table 4.13 shows how they see their relationships with their colleagues; Table 4.14 illustrates their perceptions of their relationships with their students; and Table 4.15 depicts their relationships with the parents. These tables show the frequencies, percentages, and means of each of the variables.

**Table 4.12. The teachers' views on teacher-principal relationships**

| Statement  | N  | Agree<br>f (%) | Disagree<br>f (%) | Mean | Std  |
|--|----|----------------|-------------------|------|------|
| 69.I am happy with my professional relationship with the school Director | 64 | 14(21.9)       | 50(78.1)          | 2.08 | .650 |
| 80.I am happy with support I get from My director                        | 64 | 9(14.1)        | 55(85.9)          | 2.98 | .701 |
| 81.I am satisfied with The respect from My school director               | 64 | 13(20.3)       | 51(79.7)          | 2.09 | .706 |
| 88.I have professional friendly relation with my school director         | 64 | 24(37.5)       | 40(62.5)          | 2.23 | .850 |
| Variable   |    |                |                   | 2.1  |      |

**Table 4.13. The teachers' views on teacher-colleague relationships**

| <b>Statement</b>  | <b>N</b> | <b>Agree<br/>f (%)</b> | <b>Disagree<br/>f (%)</b> | <b>Mean</b> | <b>Std</b> |
|---|----------|------------------------|---------------------------|-------------|------------|
| 70.I am satisfied with my relationships with colleague    | 64       | 40(62.5)               | 24(37.5)                  | 2.61        | .953       |
| 75.I am satisfied with support from colleagues            | 64       | 35(54.7)               | 29(45.3)                  | 2.48        | .908       |
| 76.I am pleased with relationship among the staff members | 64       | 44(68.8)               | 20(31.3)                  | 2.88        | .745       |
| 79.I am happy with behavior of my colleagues towards Me   | 64       | 30(46.9)               | 34(53.1)                  | 2.41        | .660       |
| 82.I am happy with respect from My colleagues             | 64       | 47(73.4)               | 17(26.6)                  | 2.91        | .830       |
| 84.I am satisfied with the feedback I get from Colleagues | 64       | 43(67.2)               | 21(32.8)                  | 3.31        | .5096      |
| 86.The Relationship with colleagues Enhance my teaching   | 64       | 31(52)                 | 31(48.4)                  | 2.42        | .869       |
| Variable  |          |                        |                           | 2.7         |            |

**Table 4.14. The teachers' views on teacher-student relationships**

| <b>Statement</b>                                    | <b>N</b> | <b>Agree<br/>f (%)</b> | <b>Disagree<br/>f (%)</b> | <b>Mean</b> | <b>Std</b> |
|---|----------|------------------------|---------------------------|-------------|------------|
| 72.I am happy with my relationship with students    | 64       | 12(18.8)               | 52(81.3)                  | 1.94        | .710       |
| 74.I am satisfied with behavior of students         | 64       | 31(48.4)               | 33(52)                    | 2.36        | .966       |
| 77.I am happy with How I handle students discipline | 64       | 23(35.9)               | 41(64.1)                  | 2.16        | .895       |

|   |    |          |          |      |      |
|---|----|----------|----------|------|------|
| 78.I am pleased with motivation of the students         | 64 | 11(17.2) | 53(82.8) | 1.83 | .703 |
| 85.I am satisfied with the feedback I get from Students | 64 | 12(18.8) | 52(81.3) | 1.86 | .833 |
| 87.I am satisfied with students Discipline              | 64 | 10(15.6) | 54(84.4) | 1.78 | .745 |
| 89.my good relation with students keep me in teaching   | 64 | 19(29.7) | 45(70.3) | 2.06 | .852 |
| Variable  |    |          |          | 2.00 |      |

**Table 4.15 The teachers' views on teacher-parent relationships**

| Statement   | N  | Agree f (%) | Disagree f (%) | Mean | Std   |
|---|----|-------------|----------------|------|-------|
| 71.I am pleased with my relationship with the students parents        | 64 | 27(42.2)    | 37(57.8)       | 2.73 | .951  |
| 83.I am pleased with Respect I get from the parents                   | 64 | 31(48.4)    | 33(51.6)       | 2.48 | .797  |
| 90.In my school the parents are involved in their children's learning | 64 | 18(28.1)    | 46(71.9)       | 2.80 | 5.280 |
| Variable  |    |             |                | 2.6  |       |

Table 4.12 indicates that the mean of the variable teacher-principal relationships is 2.1, which indicates that the teachers, on average, were dissatisfied with this component of their work. Of the teachers, N=13, 20.3% were satisfied with the respect they receive from their principals, and 24% with the friendly relations they had with their school directors. They were, however, dissatisfied with the support they got from their school principals (N= 55, 85.9%). Table 4.13 shows the frequencies, percentages, and mean satisfaction or dissatisfaction rating of the teachers' views of teacher-colleague relationships. As observed from this table, the average mean of 2.7 indicates that the teachers were relatively satisfied with this aspect of their work. This



shows that teachers in South west Shoa are sociable, and value their relationships with their colleagues. The teachers expressed a strong positive feeling with regard to six of the seven statements. Most of the teachers reported satisfaction with the respect they received from their colleagues (N=47, 73.4%), with the relationships among the staff members (N=44, 68.8%), and moderately negative result depicted with the behavior of their colleagues (N=30, 46.9%). Table 4.14 reveals that, in general, the teachers were dissatisfied with their relationship with the students - the variable mean was 2.00.

Most of the respondents were not satisfied with the behavior and discipline of the students (N=33, 52%, and N=54, 84.4%, respectively). However, about quarter of the sample were happy with the relationships they had with their students, with the feedback they got from the students, and with the way they handled student discipline (N=12, 18.8%; N=12, 18.8 %; and N=23, 35.9%, respectively). Table 4.15 indicates that, in general, the teachers were very dissatisfied with the teacher-parent relationships, as indicated by the variable mean of 2.6. other areas of dissatisfaction was especially indicated for respect they got from the parents, 55.6%. The teachers had mixed sentiments with regard to their relationships with the students' parents, 42.2% of the sample agreed and 57.8% disagreed with the item, and with the parents' involvement in their children's learning (N=46, 71.9%)disagreed and 28.1% agreed with the statement.

To improve their relationships with their principals, the teachers recommended that education leaders and stakeholders should prepare training programmes for school principals. Such programmes may improve the principals' awareness of professional relationships within the school community. The following are typical comments: The school administration and the principals should clearly understand the importance of creating cohesive group-work through smooth relationships with teachers. A significant number of the teachers recommended that forming strong and positive interpersonal relationships between teachers and school leaders, the society (in particular the parents), and the government were important to enhance the teachers' job satisfaction and motivation.

Both in the interviews and from the open-ended questionnaire items, the teacher respondents revealed that their relationships with their colleagues were a significant aspect of their job satisfaction. Positive social relationships with colleagues were important sources of the teachers'

emotional well-being; because the teachers believed that their colleagues were their source of friendship, as well as of social and emotional support. Collegial relationships were seen as the most satisfying aspect of the teachers' work, as revealed by both the questionnaire items and the interviews. This was confirmed by the following comments: With my colleagues I have very positive relationships. The majority of the teachers in my department have less teaching experience than I have. We have friendly relations. They ask me to give them advice, to mentor their activities, and to share my experience. I also ask them to share with me their experiences. We work as a team, supporting one another and exchanging ideas, and this gives me great pleasure and satisfaction. In this way we accomplish our tasks in a friendly way. This helps me to do my work effectively. My home is very far from the school. However, since I love the staff members of the school, I don't try to be transferred to another school.

The interviewed teachers reported that the parents of the students were very little involved in their children's learning. The following comments illustrate this: 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. In my school there are about 600 students, and 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 problems. The teachers recommended that the students' disciplinary problems should be attended too. One teacher stated: Work cooperatively with the students and the teachers with regard to the students' behavior and discipline.

The above is in confirmation of Ting's observation (1997:315) many years ago that cooperative and supportive colleagues contribute to higher levels of job satisfaction. A good interpersonal relationship with other teachers is one of the preconditions of being positive about the job of teaching. The finding that the teachers in the present study are satisfied with their relationships with their colleagues is also consistent with the conclusions in other studies done previously (Bogler, 2005:27; Garrett &Hean, 2001:366-367; Jyoti& Sharma, 2006:359; Kloep&Tarifa, 1994:62; Papanastasiou&Zembylas, 2006:237; Ting, 1997:315; Weiqi, 207:24; Wright & Custer,

1998:62). Bogler (2005:27) reported that the teachers in her survey viewed their relations with colleagues as the most satisfying aspect of their job. However, more than half of the teacher respondents in this study indicated that the support given to them by their principals was dissatisfying (see Table 4.12). Hence the teachers, both in the interviews and in the open-ended sections of the questionnaire, reported that they were dissatisfied with their relationships with the school principal. This may be related to their perceptions that the principals had poor leadership styles and revealed non-supportive behavior that significantly inhibited job satisfaction. If there are poor leadership practices in schools, poor interpersonal relationships are to be expected. Accordingly, Bolin (2007:63) found that school principals who place high pressure on teachers were identified as a major cause of teacher dissatisfaction. This finding, however, is in contrast to that of Garrett and Hean (2001:367) – they found that the teachers' positive relationships with management contributed to job satisfaction.

This study indicated that the teachers were disillusioned by undisciplined and unmotivated students. Corporal punishment is not allowed. In the absence of other effective disciplinary measures, this may have contributed to the students' poor behavior. The finding that the teachers were not satisfied with the discipline and behavior of the students is in agreement with the findings in Ingersoll and Smith's (2003:32) study, namely that student disciplinary problems were reasons for the teachers' dissatisfaction. Another USA study also reported that the common reasons for teachers leaving the teaching profession included poor student discipline, and a lack of motivation and respect (Chang, et al., 2010:6).

In contrast, an Israeli study by Bogler (2005:27) revealed that the teachers identified positive relations with their students as some of the most important aspects of their job satisfaction (see section 3.2.2.1). Similarly, in a study in Greece, the teachers reported their satisfaction with their interactions with the students (Papanastasiou&Zymbelas, 2006:235). Regarding teacher-parent relationships, the data revealed clearly that teachers in secondary schools in South west Shoa were dissatisfied with the parents' lack of involvement in their children's learning (see sections 4.7) which negatively affected their relationships with the parents. This confirms some studies, however not all. Two other studies that found that poor relationships with parents negatively influenced the job satisfaction of teachers are the studies by Shann (1998:71), and by Jyoti and Sharma (2006:355). They found that the teachers were dissatisfied because of the under-estimation of the value of the teaching profession by the parents (see section 3.2.2.4).

As regards recognition, teachers were not satisfied with their status and with the absence of respect from the students; the parents and their supervisor (see sections 4.4 and 4.8). This finding is consistent with findings from previous studies (Papanastasiou&Zybelas, 2006:240; VSO, 2008:9). The teachers' in Papanastasiou and Zymbelas's (2006:240) study reported that they were dissatisfied with the lack of respect, status, and recognition from their society. The teachers in this study believed that their poor status was related to their poor salaries. In addition, the teachers believed that more freedom was given to the students than to the teachers, and this affected the students' perceptions of their teachers. In comparison to the study by Garrett and Ssesanga (2005:47) in Uganda, the similarities included the fact that the teachers believed they were not appreciated and recognized for their efforts and achievements by their supervisors, and this caused their dissatisfaction.

### 5.3.2 Research question 2

Is there a statistically significant relationship between the job satisfaction of Southwest Shoa secondary school physical education teachers and

- ❖ Salary and benefits;
- ❖ Administrative support and management;
- ❖ Work characteristics; and
- ❖ Interpersonal relations?

Correlations were calculated. The results are depicted in Table 5.16.

**Table 4.16 .the correlations, and the significance of the correlations**

| <b>Factors</b>              | <b>Correlation with job satisfaction</b> | <b>Significance</b> |
|-----------------------------|--|---------------------|
| Salary and benefits         | 0.4632                                   | P < 0.0001          |
| Management                  | 0.3502                                   | P = 0.0186          |
| Work characteristics        | 0.3905                                   | P= 0.0003           |
| Interpersonal relationships | 0.2052                                   | P=0.0115            |

Table 4.16 portrays that all the correlations were statistically significant as follows: The correlations between job satisfaction and (i) salary and benefits; as well as (ii) work characteristics were significant on the 1% level ( $r=0.46$ ,  $p<0.01$  and  $r=0.39$ ,  $p<0.01$  respectively). The correlations between job satisfaction and (iii) management as well as (iv) interpersonal

relationships were significant on the 5% level ( $r=0.35$ ,  $p<0.05$  and  $r=0.21$ ,  $p<0.05$  respectively). Thus, the null-hypotheses may be rejected for all four factors. Considering that correlations of 0,8 to 0,99 = very high; 0,6 to 0,79 = high; 0,4 to 0,59 = moderate; 0,2 to 0,39 = low; and 0,01 to 0,19 = very low, Table 5.16 shows the following: There were moderate correlations between job satisfaction (on the one hand), and salary and benefits on the other hand. The correlations of the other factors with job satisfaction were low. In all instances the correlations were positive, which means that the more the one variable (e.g. job satisfaction) increases, the more the other variables (the four factors) also increase. According to McMillan and Schumacher (2012:234), “Coefficient is a way of expressing the degree to which there is common properties or characteristics. To obtain an estimate of the proportion of the variance that the two measures share..., the coefficient must be squared”. A correlation of 0.46 squared is 0.212 – this is the coefficient of determination. This coefficient means that the variables (job satisfaction, and salary and benefits) have 21% of their variance in common. Thus, 79% is left unexplained by the correlation of 0.46. From the above it seems that the four factors contribute towards job satisfaction in the following rank order: Salary and benefits: 21% (0.46 squared); work characteristics: 15% (0.39 squared): management: 12% (0.35 squared); and interpersonal relationships: 4% (0.21 squared). These results suggest that satisfaction with salary and benefits is likely to play a highly significant role in determining the job satisfaction of secondary school physical education teachers in Southwest Shoa. In terms of Maslow’s Hierarchy of Needs Theory (Maslow 1954), this result is not surprising, since individuals (such as teachers) who are unable to fulfill their basic needs would not be motivated to deliver quality teaching.

### 4.3.3 Research question 3

Is there a statistically significant difference in the job satisfaction of different groups of physical education teachers of secondary schools in Southwest Shoa? The groups referred to are of different genders, ages, educational qualifications, and teaching experience.

**Table 4.17 the job satisfaction of the teachers of different age groups**

| Age group | N | Mean | D | F | Significance |
|-----------|---|------|---|---|--------------|
|-----------|---|------|---|---|--------------|

|       |     |       |   |        |        |
|-------|-----|-------|---|--------|--------|
|       |     |       | F |        |        |
| 50+   | 39  | 2.316 | 3 | 6.6410 | 0.0002 |
| 30-39 | 65  | 1.980 |   |        |        |
| 40-49 | 34  | 1.833 |   |        |        |
| 21-29 | 162 | 1.782 |   |        |        |

Tukey-Kramer HSD calculations show that the statistically significant differences are between the 50+ and the other age groups on the 1%-level of significance. The 50- plus year-olds were significantly more satisfied with their jobs than the younger teachers, as shown by their higher means in Table 4.17. This may be related to the fact that the older teachers attach more value to the intrinsic aspects of a job, or they may have adapted to the working conditions prevailing in schools, or they may expect less from what they do since they are nearing retirement. The finding that age had a significant influence on job satisfaction agrees with the findings by Bolin (2007:59) that the older the teacher, the greater his/her satisfaction with the job. Similarly, the study by Sargent and Hannum (2005:197) reported that the younger teachers were significantly less satisfied with their jobs than their older counterparts. Significant differences in job satisfaction were also found in teachers with different years of experience, as follows:

**Table 4.18 The job satisfaction of the teachers with different years' experience**

| Expe<br>rience<br>(years) | N   | Mean  | DF | F      | Significance |
|---------------------------|-----|-------|----|--------|--------------|
| 21+                       | 58  | 2.167 | 4  | 3.1402 | 0.0155       |
| 11-15                     | 36  | 1.935 |    |        |              |
| 5-                        | 111 | 1.868 |    |        |              |
| 16-20                     | 19  | 1.825 |    |        |              |
| 6-10                      | 76  | 1.746 |    |        |              |

Table 4.18 and Tukey-Kramer HSD calculations showed that the statistically significant differences were between the 21 and more years of experience and the other less experienced

groups, on the 5%-level of significance. Those teachers with 21 years and more experience were significantly more satisfied with their jobs than the less experienced teachers. The above-mentioned finding may be explained by the fact that more teaching experience may lead to greater knowledge of working conditions, procedures, responsibilities and expectations. The finding that teachers with more years of teaching experience were significantly more satisfied with their jobs than the less experienced teachers corroborates the finding by Bolin (2007:59) that the higher the teachers' length of service, the more the teachers were satisfied with the different aspects of their jobs.

#### **4.7. FACTORS THAT ENHANCED THE JOB SATISFACTION OF THE TEACHERS**

Table 4.16 indicates the work factors that teacher respondents identified as the most satisfying, together with the frequencies of their responses. A total of 60 responses were clustered into five categories. Of these five aspects of the teachers' work, the category 'no satisfier' described those work factors that were not satisfying to the teachers at all.

**Table 4.16. The most satisfying aspects of the teachers' work**

| <b>Work factors</b>   | <b>Number of responses</b> | <b>Percentage of responses (%)</b> |
|---|----------------------------|------------------------------------|
| Collegial/staff relationships                                 | 18                         | 30                                 |
| No satisfying work factor                                     | 14                         | 23.3                               |
| Work characteristics (teaching, responsibility, and workload) | 10                         | 16.7                               |
| Student achievement and success                               | 9                          | 15                                 |
| School environment  | 9                          | 15                                 |
| Total   | 60                         | 100.0                              |

Table 4.16 shows that the teachers had strong positive views of their relationships with their colleagues and/or members of the staff. The category with the biggest number of responses was for this aspect of their work – 18 (30%) responses related to teacher-colleague/staff relationships. The teachers' written comments also reflected that the characteristics of their work (the responsibilities related to teaching) are one of the factors that enhanced their job satisfaction

(23.3%) of the responses focused on this factor). A smaller number of responses focused on student achievement, success, and the working environment (15%). The teachers whom interviewed were also given the opportunity to reflect on aspects related to salary and benefits, school management, leadership and administration, work characteristics, and their interpersonal relationships with parents, students, colleagues and the school principals. The next section indicates their views (based on the open-ended questions and the interviews).

#### **4.8 FACTORS THAT INHIBITED THE JOB SATISFACTION OF THE TEACHERS**

Table 4.17 illustrates the factors of teachers' work that they identified as the most dissatisfying, and the frequencies of their responses calculated from the open-ended section of the questionnaire.

| Work factors                                     | Number of responses | Percentage of responses (%) |
|--|---------------------|-----------------------------|
| Salary and benefits                              | 11                  | 18.3                        |
| School management, leadership and administration | 9                   | 15                          |
| Students behavior and discipline                 | 8                   | 13.3                        |
| Politics   | 7                   | 11.7                        |
| Lack of the students' motivation                 | 6                   | 10                          |
| Lack of professional respect                     | 5                   | 8.3                         |
| The school environment                           | 4                   | 6.7                         |
| Characteristics of the work                      | 4                   | 6.7                         |
| Resources/materials/facilities                   | 3                   | 5                           |
| Relationships with the principal                 | 2                   | 3.3                         |
| Class size                                       | 1                   | 1.7                         |

**Table 4.17. The most dissatisfying aspects of the teachers work**

From Table 4.17 it can be seen that a total of 60 responses could be categorized into 11 factors that reflected the teachers' work. The majority of these dissatisfying factors were extrinsic factors relating to the teachers' salaries and benefits, school management and administration, and



the students' lack of discipline. Of the total of 60 comments, 11(18.3%) related to the teachers' salaries and benefits; 9 (15%) were associated with school management and administration; and 8(13.3%) focused on student behavior, as the most important causes of dissatisfaction. About 11.7% of the teachers' comments reflected that they were dissatisfied with the political activities prevailing in their schools. This could be seen as a part of school administration and leadership. A smaller number of responses focused on the students' lack of motivation to learn (10%); no professional respect for teachers (8.3%); the school environment and characteristics of the work (6.7%). Only a few responses related to resources (5%), relationships with the principals (3.3%), and class size (1.7%). Findings from teachers' own words gleaned from the interview data and the responses in the open-ended questions were presented. The findings were grouped into similar categories as in Table 4.17.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

The purpose of this study was to examine the job satisfaction of physical education teachers, and to identify and investigate the factors that influence the job satisfaction of secondary school physical education teachers in Southwest Shoa in Oromia. The study was designed to gain insight into the role of salary and benefits, management, work characteristics, and interpersonal relations. The main research question that guided this study was:

*What influences the job satisfaction of secondary school physical education teachers in Southwest Shoa?*

A mixed-methods research design, which used a questionnaire and interviews as a means of data-collection, was employed as most suitable to investigate the factors influencing of job satisfaction. Using available sampling method, twenty-two secondary schools were selected for this study. In these selected schools, 64 teachers participated in the study. A self-constructed and self-administered structured questionnaire, which was pilot, tested on four secondary school teachers was used to collect data from the selected teachers. The researcher personally administered the questionnaire to all the teachers at the schools on condition that they were willing to participate, and this secured a 100% response rate. In the qualitative phase eighteen teachers participated in the semi-structured interviews. These selected participants were interviewed to obtain an in-depth understanding of the results from the first phase.

The questionnaire data were analyzed by means of the SPSS. Descriptive statistical analysis such as frequencies, percentages, means, and standard deviations were employed. The findings revealed that teacher respondents were highly dissatisfied with most aspects of their work. The participant teachers indicated that salary and benefits were the most dissatisfying aspects of their work. In addition, school management and leadership emerged as the second most dissatisfying component of the work. Interpersonal relationships were the most satisfying component. The data also indicated a statistically significant relationship between job satisfaction and all the identified work factors. Among the demographic variables, the teachers of different ages and teaching experiences had different views on the factors relating to their job satisfaction.

## **5.2. CONCLUSIONS**

Now it is time to condense the general points that were result of my previous journey. The main conclusions of this study would present in the next sections. The main research questions were

- How satisfied or dissatisfied are the physical education teachers in the secondary schools with the following work factors, namely salary and benefits, management, work characteristics, and interpersonal relationships?
- Is there a statistically significant relationship between the job satisfaction of South west Shoa secondary school physical education teachers and salary and benefits; administrative support and management; work characteristics; and interpersonal relations?
- Is there a statistically significant difference in the job satisfaction of different groups of physical education teachers in secondary schools in South west Shoa?

The results related to the teachers' satisfaction with their salaries showed that 78.3% of the teachers who participated in this study were dissatisfied with their salaries. Their views indicated the belief that their salaries did not cover all their basic needs (see sections 4.3). The teachers indicated that the salaries they received did not constitute a wage commensurate with the cost of living, and that they were unable to cover all their basic needs up to the end of every month (see section 4.8).

The most dissatisfying aspects of their remuneration related to the fact that they believed their salaries did not compare well with the qualifications they had, with the salaries paid by other similar professions, with their efforts, and with their years' experience. The teachers in this study also appeared to have very strong negative views of their fringe benefits (see section 4.3). More than 90% of the teacher participants were very dissatisfied with the fringe benefits they were provided with. The teachers explained that they were dissatisfied with the amount, the system and the type of allowances given (see section 4.8). With respect to advancement and promotion, the secondary school physical education teachers indicated their dissatisfaction with the opportunities for promotion, professional advancement, and fair evaluation by their managers (see section 4.3). In addition, the teachers interviewed were of the opinion that the promotion practices were unfair, and were based on political party affiliation or ethnicity (see section 4.8). As indicated in the literature section of this study, salary and benefits are extrinsic factors associated with the environment (see section 2.2.2.2.). The fulfillment of these factors is a requirement for the intrinsic aspects of the work factors to prevail. This study showed that the absence of satisfactory salary and benefits were negatively affecting the teachers' satisfaction with their job. The 2017 salary increment and the introduction of a new career ladder did not seem to satisfy and motivate the teachers. Therefore, teachers were dissatisfied with the extrinsic aspects of their work. The study revealed that the other fundamental reason, in addition to salary

and benefits, for the low job satisfaction of secondary schools physical education teachers in South west Shoa was the inability of the school management and administration to effectively address the teachers' demands for supportive and fair leadership. The teachers expressed dissatisfaction with the administrative support practices prevailing in the schools, which related to the availability of instructional materials, student disciplinary problems, the evaluation of the teachers' work, and school security (see section 4.4). Among the interviewed teachers, poor administrative support was considered to be the second most dissatisfying issue, in addition to salary and benefits (see section 4.8.).

With regard to school leadership practices, poor school policies, unfair decisions, the non-transformational style of the principal leadership, and the unfair treatment of teachers were found to be the most dissatisfying issues (see section 4.4).

The teachers reported that they were highly dissatisfied with non-participatory decision making by non-supportive and incompetent school principals (see section 4.8.). Moreover, the teachers believed that they did not receive recognition for their work from their students, immediate supervisors, and education leaders (see section 4.7.). Similarly, the teachers indicated that they were dissatisfied with the lack of the public's regard for teachers, and observed a lack of respect from the education leaders (see section 4.8.). Therefore, it implies that it is not only the intrinsic and extrinsic aspects of the work aspects, as revealed by Herzberg and his colleagues, that dissatisfied the teachers, but also variables relating to the wider society.

With respect to work characteristics, the teachers found the intrinsic tasks associated with teaching a satisfying aspect of their work. Both the quantitative and the qualitative data showed that the teachers were happy with the responsibilities associated with teaching. The teachers' greatest satisfaction was related to the emotional rewards of teaching. These rewards related to the opportunity to use their skills at school, their view that their teaching developed the children, the love they had for teaching, their capacity to influence the achievement and success of their students, and their contribution to the development of their country (see sections 4.5 and 4.7.). As regards their workload, the teachers expressed their satisfaction with the workload they had at their schools. However, the teachers were dissatisfied with the intellectual rewards relating to thinking about teaching and with the opportunity teaching had for personal development (see section 4.5). The teachers were also dissatisfied with the amount of freedom they had in decision-making (see sections 4.5 and 4.7.). Thus, in this study, the hygiene factors

played a powerful role causing the job dissatisfaction of teachers in secondary schools in South west Shoa.

The results in relation to interpersonal relationships showed that the teachers were generally satisfied with this component of their work (see Table 4.2). The study identified the interpersonal relationships with colleagues and/or staff members as the most satisfying (see sections 4.6 and 4.7.). More than two-thirds of the participant teachers reported satisfaction with the respect they got from their colleagues, with the relationships among the staff members, and with the behavior of their colleagues. This was confirmed by the qualitative data (see section 4.7.). With regard to the teacher-principal relationships, the teachers indicated in both the quantitative and the qualitative phases that they were dissatisfied with the support they received from the school principals. The majority of the teachers interviewed reported teacher-principal relationships as a strong negative influence on their job satisfaction (see sections 4.6 and 4.8.). With respect to teacher-student relationships, both the questionnaire and interview data clearly showed that the teachers were dissatisfied the behavior, discipline, and motivation of the students (see sections 4.6 and 4.8.). However, the teachers reported satisfaction with the relatively positive relationships with the students, with their handling of student discipline, and with the feedback they got from their students (see section 4.6). Regarding the teacher-parent relationships, both sets of data clearly showed that the teachers were very disappointed with the parents' lack of involvement in their children's learning (see sections 4.6 and 4.8.). What is most significant in this study is that overall, interpersonal relationships were viewed as a satisfying aspect of the teachers' work. According to Herzberg et al. (1959), hygiene factors such as interpersonal relationships are among the preconditions for intrinsic satisfaction to prevail, although the presence of hygiene factors would facilitate job satisfaction. This study, however, found that extrinsic factors such as interpersonal relationships were the most important source of satisfaction for teachers' in secondary schools in South west Shoa.

The results in respect of the correlations showed that although the correlations were from low to moderate, all were statistically significant. The results showed the strong relationship between job satisfaction on the one hand, and salary and benefits on the other hand. The less attractive salary and benefits are to teachers, the less job satisfaction the teachers in secondary schools in South west Shoa experienced. As regards the relationship between job satisfaction and administrative support and management, the result showed a lower but a significant correlation with job satisfaction. The lack of good administrative and management practices has significant a

effect on decreasing the job satisfaction of secondary school teachers in South west Shoa, and vice versa. Work characteristics emerged as the work content aspects of the teachers' work as contributing to the job satisfaction of teachers in secondary schools in South west Shoa, after salary and benefits. The more positive the teachers viewed their work characteristics, the more satisfied they were, and vice versa. Interpersonal relationships (with school principals, colleagues, students, and parents) also showed a strong positive relationship with the job satisfaction of secondary school teachers. The less positive the interpersonal relationships, the less the job satisfaction of the secondary school teachers, and vice versa.

The groups referred to were of different genders, ages, and years' teaching experience. The study showed that gender and educational qualifications had no statistically significant impact on the job satisfaction of the participant teachers. The teachers with different gender and educational qualifications had similar views of the factors that influenced their job satisfaction. However, statistically significant differences in the job satisfaction of the participant teachers were observed with regard to age and teaching experience. Older and younger teachers had different views of what influences their job satisfaction. The 50-plus year-olds were more satisfied with their jobs than the younger teacher respondents. Similarly, the most experienced teachers were more satisfied than the other less experienced groups.

### **5.3 RECOMMENDATIONS**

Based on the conclusions of this study, the recommendations for improving the job satisfaction of secondary school physical education teachers in South west Shoa, and possibly in Oromia, are as follows:

- ❖ Since the teachers were highly dissatisfied with their salaries, the Oromia regional state, education leaders and the Oromia Teachers' Association should understand the importance of implementing appropriate salaries and benefits for teachers.
- ❖ The education system managers should analyze the living conditions in Oromia, and advise those in charge of setting the teacher salaries (namely, the national government).
- ❖ However, this may not be easy to implement. Education leaders (MoE) and stakeholders (Oromia Teachers Association) should design mechanisms for non-salary incentives to teachers that may include practical session allowances per lessons, health insurance for injury related to practices, and low-interest loans to buy and build their own homes, as well as other accommodations.
- ❖ The school has to design a right means to generate income from different sources including recreation and sport clubs in the school compound and this could be given to the sport department to prepare fertile ground for sport.
- ❖ The teachers need to be empowered through in-service training, and by using educational opportunities to maximize the problem-solving abilities of the teachers and the school's collective expertise.
- ❖ Education leaders need to closely supervise and establish systems to monitor and evaluate whether rules and regulations are being implemented fairly and transparently by the school principals.
- ❖ Addressing the factors that negatively affect the job satisfaction and motivation of teachers should be a primary concern of the school principals
- ❖ The school principals should be given continuous in-service training regarding leadership and school management
- ❖ The education stakeholders need to give appropriate recognition to teachers.
- ❖ It should also be the task of the stakeholders to raise awareness of the importance of the teaching profession for the society.
- ❖ The teachers need their significant to be supportive, friendly, and free from bias. The school principal should create a working environment with good interpersonal relationships.

- ❖ The findings of this study clearly indicate the importance of continued research on teacher job satisfaction. So this area need in dearth attention.
- ❖ This study showed only the views of secondary school physical education teachers in South west Shoa regarding the factors influencing their job satisfaction. Future research should include the views and understanding of school principals, education leaders at the Woreda, Regional and/or Ministry levels regarding the motivation, satisfaction, and status of teachers both at the secondary and elementary school levels, and the relationship of the job satisfaction of teachers and the quality of education.



## REFERENCES

- Adams, JS. 1963. toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67(5):422-436.
- Adams, JS. 1965. Inequity in social exchange. In L.Berkowitz (Ed.). *Advances in Experimental Social Psychology*. New York: Academic Press.
- Akyeampong, K. & Bennell, P. 2007. *Teacher motivation in Sub-Saharan Africa and South Asia*. Brighton, UK: Department of International Development.
- Amos, TL., Pearson, NJ., Ristaw, A. & Ristaw, L. 2008. *Human resource management*. (3rd ed.). Cape Town: Juta & Co.
- Armstrong, M. 2006. *A handbook of human resource management practice*. (10th ed.). London: Kogan Page.
- Aswathappa, K. 2005. *Human resource and personnel management*. (4th ed.). New Delhi: McGraw-Hill Company.
- Baden horst, G., George, E. & Louw, D. 2008. Job satisfaction among urban secondary school teachers in Namibia. *South African Journal of Education*, 28:135- 154.
- Balkin, DB., Cardy, RL. & Gomez-Mejia, LR. 2003. *Maintaining human resources*. (3rd ed.). New Delhi: Prentice Hall.
- Balnaves, M. & Caputi, P. 2001. *Introduction to quantitative research methods: an integrative approach*. London: Sage Publications
- Best, JW. & Kahn, JW. 2001. *Research in education*. (7th ed.). New Delhi: Prentice Hall.
- Birmingham, P. & Wilkinson, D. 2003. *Using research instruments: a guide for researchers*. London: Routledge Falmer.
- Bizet, I. Laurencelle, L., Lemoune, J., Richard, L. & Trudeau, F. (2010). Career changes among physical educators: Searching for new goals or escaping a heavy task load. *Research Quarterly for Exercise and Sport*, 81 (2), 224-232.
- Boey, EK. 2010. *Teacher empowerment in secondary schools: a case study in Malaysia*. Munchen: Herbert Utz Verlag GmbH.
- Bonner, A., Hayes, B. & Pryor, J. 201 0. Factors contributing to nurse job satisfaction in the acute hospital setting: a review of recent literature. *Journal of Nursing Management*, 18:804-814.

- Centre for British Teachers and Voluntary Services Overseas [CfBT & VSO]. 2008. Managing teachers: the centrality of teacher management to quality education. Lessons from developing countries. London, UK: CfBT Education Trust.
- Centre for British Teachers [CfBT]. 2008. Study into teacher utilization in the regions of Ethiopia (STURE). Addis Ababa: UNDP.
- Cohen, L., Manion, L. & Morrison, K. 2007. Research methods in education. (6th ed.). London: Taylor & Francis Group.
- Christensen, J. C. & Fessler, R. (1992). Teacher development as a career-long process. In R. Fessler & J. C. Christensen, The teacher career cycle. Understanding and guiding the professional development of teachers (pp. 1-20). Needham Heights: Allyn and Bacon.
- Drysdale, L., Gurr, D. & Mulford, B. 2006. Models of successful principal leadership. *School Leadership and Management*, 26(4):371 -359.
- Durick, M. & Glisson, C. 1988. Predictors of job satisfaction and organisational commitment in human service organizations. *Administrative Science Quarterly*, 31(1):61 -81.
- Dusseldorp, E., Manisera, M. & Vander Kooij, AJ. 2005. Available at: [http://www.datatheory.nl/fulmanuscript\\_final\\_epm.pdf](http://www.datatheory.nl/fulmanuscript_final_epm.pdf). Accessed on 4 September 2018.
- Ellsworth, R., Hawley, D. & Mau, WJ. 2008. Job satisfaction and career persistence of beginning teachers. *International Journal of Educational Management*, 22(1):48-61.
- Evans, L. 1997. Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13(8):831 -845.
- Falkenburg, K. & Schyns, B. 2007. Work satisfaction, organisational commitment and withdrawal behaviours. *Management Research News*, 30(10):708-723.
- Furnham, A. 2005. The psychology of behavior at work: the individual in the organization. (2nd ed.). New York: Taylor and Francis.
- Gay, LR. & Airasian, P. 2003. Educational research: competencies for analysis and applications. (7th ed.). New Jersey: Pearson Education.
- Glassman, M., McAfee, RB. & Quarstein, VA. 1992. The situational occurrences theory of job satisfaction. *Human Relations*, 45(8):859-874.
- Green, J. 2000. A study of job satisfaction of community college chairpersons. Unpublished doctoral thesis. Blacksburg, VA: Virginia Polytechnique Institute and State University.
- Griffin, RW. & Moorhead, G. 2010. Organisational behavior: managing people and organizations. (9th ed.). South-Western, USA: C engages Learning.

- Harris, D. N. & Adams, S. J. (2007). Understanding the level and causes of teacher turnover: A comparison with other professions. *Economics of Educational Review*, 26 (3), 325-337.
- Herzberg, F. 1966. *Work and the nature of man*. Cleveland, OH: The World Publishing Company.
- Herzberg, F., Mausner, B. & Snyderman, B. 1959. *The motivation to work*. (2nd ed.). New York: John Wiley & Sons.
- Hongying, S. 2008. Literature review of teacher job satisfaction. *Chinese Education and Society*, 40(5):11 -16.
- Hoy, WK. & Miskel, CE. 1996. *Educational administration: theory, research, and practice*. (5th ed.). New York: McGraw-Hill.
- Jyoti, J. & Sharma, RD. 2006. Job satisfaction among school teachers. *IIMB Management Review*, 18(4):349-363.
- Jyoti, J. & Sharma, RD. 2009. Job satisfaction of university teachers: an empirical study. *Journal of Services Research*, 9(2):51 -80.
- Kannan, R. 2005. Theories of motivation - J Stacey Adams - equity theory on motivation. Available at:
- Kougioumtzis, K., Patriksson, G. & Stråhlman, O. (2011). Physical education teachers' professionalization: A review of occupational power and professional control. *European Physical Education Review*, 17 (1) 111-129.
- Kim, S. 2005. Gender differences in job satisfaction of public employees: a study of Seoul Metropolitan government, Korea. *Sex Roles*, 52(9/10):667-681.
- Koustelios, A. & Tsigilis, N. 2005. The relationship between burnout and job satisfaction among physical education teachers: a multivariate approach. *European Physical Education Review*, 11(2):189-203.
- Latham, GP. & Locke, EA. 2002. Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 59(7):705-717.
- Latham, GP. & Locke, EA. 2006. New directions in goal setting theory. *Association for Psychological Science*, 15(5):265-268.
- Laakso, L. (2006). Lifelong learning in physical education teacher education the Finnish example. In P. Heikinaro-
- Leech, NL. & Onwuegbuzie, AJ. 2007. An array of qualitative data analysis tools: a call for data analysis triangulation. *School Psychology Quarterly*, 22(4):557-584.

- Leedy, PD. & Ormrod, JE. 2001. Practical research: planning and design. (7th ed.). New Jersey: Prentice-Hall.
- Linz, SJ. 2003. Job satisfaction among Russian workers. *International Journal of Manpower*, 24(6):626-652.
- Marczyk, G., DeMatteo, D. & Festinger, D. 2005. Essentials of research design and methodology. New Jersey: John Wouldey & Sons, Inc.
- Maslow, AH. 1954. Motivation and personality. New York, NY: Harper and Row Publishers, Inc.
- McMillan, JH. & Schumacher, S. 2010. Research in education. Evidence-based research. (7th ed.). Boston: Pearson.
- Macdonald, D. (1996). The "professional" work of experienced physical education teachers. *Research Quarterly for Exercise and Sport*, 70 (1), 41-54.
- Macdonald, D., Hutchins, C. & Madden, J. (1994). To leave or not to leave: Health and physical education teachers' career choices. *ACHPER Healthy Lifestyles Journal*, 4 (1), 19-23.
- Moreira, H., Fox, K. R. & Sparkes, A. C. (2002). Job motivation profiles of physical educators: Theoretical background and instrument development. *British Educational Research Journal*, 28 (6), 845-861.
- Moreira, H., Sparkes, A. C. & Fox, K. (1995). Physical education teachers and job commitment. A preliminary analysis. *European Physical Education Review*, 1 (2), 122-136.
- Miner, JB. 2005. Organisational behavior. Essential theories of motivation and leadership. New York: ME. Sharpe, Inc.
- Muijs, D. 2004. Doing quantitative research in education with SPSS. London: Sage Publications.
- Mullins, LJ. 2005. Management and organisational behavior. (7th ed.). London: Prentice Hall.
- Ofoegbu, FI. 2004. Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*, 38(1):81 -89.
- Okpara, JO. 2006. Gender and the relationship between perceived fairness in pay, promotion, and job satisfaction in a sub-Saharan African economy. *Women in Management Review*, 21(3):224-240.
- Ololube, NP. 2006. Teacher job satisfaction and motivation for school effectiveness: an assessment.
- Papanastasiou, E. & Zembylas, M. 2006. Sources of teacher job satisfaction and dissatisfaction in Cyprus. *Compare*, 36(2):229-247.

- Parker, M., Patton, K. & Tannehill, D. (2012). Mapping the landscape of communities of practice as professional development in Irish physical education. *Irish Educational Studies*, 31 (3), 311-327.
- Perrachione, BA., Petersen, GJ. & Rosser, VJ. 2008. Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *The Professional Educator*, 32(2):25-41.
- Reid-Cunningham, AR. 2008. Maslow's theory of motivation and hierarchy of human needs: a critical analysis.
- Robbins, SP. 2009. *Organisational behavior: global and South African perspectives*. (13th ed.). Cape Town: Pearson Education.
- Saiyadain, M. 2007. *Human resource management*. New Delhi: Tata McGraw Hill.
- Shore, TH. 2004. Equity sensitivity theory: do we all want more than we deserve? *Journal of Management Psychology*, 19(7):722-728.
- Singh, K. 2007. *Quantitative social research methods*. Los Angeles: Sage Publications.
- Shoval, E., Erlich, I. & Fejgin, N. (2010). Mapping and interpreting novice physical education teachers' self-perceptions of strengths and difficulties. *Physical Education & Sport Pedagogy*, 15 (1):85-101.
- Sum, R. K. & Dimmock, C. (2013). The career trajectory of physical education teachers in Hong Kong. *European Physical Education Review*, 19 (1): 62-75.
- Voluntary Services Overseas [VSO]. 2008. How much is a good teacher worth? A report on the motivation and morale of teachers in Ethiopia. London: VSO.
- Vroom, VH. 1964. *Work and motivation*. New York: John Wiley and Sons, Inc.
- Woods, A. M., & Lynn, S. K. (2001). Through the years: A longitudinal study of physical education teachers from a research-based preparation program. *Research Quarterly for Exercise and Sport*, 72 (3), 219-231.

**APPENDIX A**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**

Letter to Dawo district educational office, requesting permission to do research

Date: \_\_\_\_\_

**TO:** To whom it may concern Woreda Education office

**FROM:** Jiyar Jemal (student teacher at Busa prepratory school)

**RESN:** permission to conduct research on this secondary school

**RESEARCH TOPIC:** JOB SATISFACTION OF SECONDARY SCHOOLS PHYSICAL EDUCATION TEACHERS IN TEACHING LEARNING PROCESS IN SOUTH WEST SHOA SOME SELECTED SECONDARY SCHOOLS

Dear Sir/ Madam

I hereby request permission to conduct research with PHYSICAL EDUCATION teachers at selected secondary schools in SOUTH WEST SHOA and as chance your school is in consideration. The responses would contribute towards the research carried out by myself for a research thesis for a MASTER qualification in Education offered BY JIMMA UNIVERSITY. The value of this research depends on the feedback that I receive from the questionnaire attached (Section A, B, C) and follow-up interviews.

Please note that all the information collected would serve no other purpose than that of academic research and all names would be kept confidential. The estimated time to complete the questionnaire is about 25 minutes. The questionnaire and follow-up interviews would be conducted at a convenient time as negotiated with the school principal. Care would be taken that the research does not interfere with normal school activities.

It is hoped that the feedback I receive would add to the ongoing research on job satisfaction and its implications for quality education in our country.

**Thank you for your cooperation and assistance.**

**KIYAR JEMAL**

**APPENDIX B**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**

**THE QUESTIONNAIRE ON JOB SATISFACTION OF PHYSICAL EDUCATION  
TEACHERS**

This survey research aims is to provide information on the job satisfaction of secondary schools **PHYSICAL EDUCATION** teachers in south west Shoa oromia. The research is undertaken for a MEd-degree in sport science. The questions are answered **anonymously** and for research purposes only. The answers to the questions would be treated strictly **confidential**. Do not provide your name. Please complete the questions honestly. Answer **all** questions – it should not take more than about 30 minutes.

**SECTION A**

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

1. Gender:

Male = (1)

Female = (2)

2. Age:

21-29 = (1)

30-39 = (2)

40-49 = (3)

50 + = (4)

3. Your years experience as a teacher/ (present year included)

5 or less = (1)

6 – 10 = (2)

11 – 15 = (3)

16– 20 = (4)

21 or more = (5)

4. Your highest academic qualification

Diploma = (1)

- BA/BEd/BSc degree = (2)
- MA/MEd/MSc degree = (3)
- Other = (4)

5. How would you describe your general level of job satisfaction?

- Very dissatisfied = 1
- Dissatisfied = 2
- Satisfied = 3
- Very satisfied = 4

6. How would you describe your general level of satisfaction with your teaching career?

- Very dissatisfied = 1
- Dissatisfied = 2
- Satisfied = 3
- Very satisfied =

7. How would you describe your general hope/optimism about your future teaching career prospects?

- Very poor = 1
- Poor = 2
- Good = 3
- Very good = 4



## SECTION B

In this section, please indicate to what extent you agree or disagree. Indicate your answer by writing 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 = Agree, 4 = Strongly agree**

| NO  | ITEMS  | 1                     | 2                     | 3                     | 4                     |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 8.  | My salary compares well with my qualification(s)                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.  | My salary compares well with my workload                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | My salary is appropriate for my experience                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | My salary enhances my status                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | My salary improves my commitment                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | I earn well in comparison to other professional jobs             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | I have good expectations of a salary increase                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | My salary is equal to the effort I put in my job                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. | My salary covers all my basic needs                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. | My salary keeps me in my job                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. | I am satisfied with my salary                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. | I am pleased with the vacation leave I get                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. | I am happy with the types of allowances given                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. | The quality of in-service training is good                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. | As a teacher I enjoy many benefits                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. | I have many opportunities for professional advancement           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. | I have opportunities for promotion                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. | I am happy with the way teachers are evaluated                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. | My job provides me with an opportunity to achieve professionally | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. | I am satisfied with the administrative support at school         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. | The administrative support enhances my commitment                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. | I have enough instructional materials available                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. | My school has good security                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 31. | I get enough support with student disciplinary problems                          | O | O | O | O |
| 32. | School administration supports good teacher-student relationships                | O | O | O | O |
| 33. | The school administration fairly evaluates my work                               | O | O | O | O |
| 34. | I am satisfied with our school policies  | O | O | O | O |
| 35. | I am happy with how decisions are made at my school                              | O | O | O | O |
| 36. | I am pleased with the leadership style of the school director(s)                 | O | O | O | O |
| 37. | I am satisfied with the teacher management system of the school                  | O | O | O | O |
| 38. | The leadership style at my school enhances my commitment                         | O | O | O | O |
| 39. | I am pleased with the leadership quality of my school director(s)                | O | O | O | O |
| 40. | I am satisfied with how the school director handles the teachers                 | O | O | O | O |
| 41. | My school director works well in a group   | O | O | O | O |
| 42. | My school director is competent  | O | O | O | O |
| 43. | The school director supports the staff   | O | O | O | O |
| 44. | My school leader values me as a teacher  | O | O | O | O |
| 45. | My school leaders treat me fairly  | O | O | O | O |
| 46. | My school leaders listen to my suggestions                                       | O | O | O | O |
| 47. | My school director does his/her best toward fulfilling the school's mission/goal | O | O | O | O |
| 48. | My school director focuses his/her attention on identifying my strengths         | O | O | O | O |
| 49. | In my school I am recognised for a job well done                                 | O | O | O | O |
| 50. | I get enough recognition from education leaders                                  | O | O | O | O |
| 51. | At my school the parents respect the teachers                                    | O | O | O | O |
| 52. | At my school the students respect the teachers                                   | O | O | O | O |
| 53. | I get enough recognition from my immediate supervisor for my work                | O | O | O | O |
| 54. | I am satisfied with my workload within my department                             | O | O | O | O |

|     |   |                       |                       |                       |                       |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 55. | I am happy with my work hours   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. | The demands of my job are fair  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. | I have enough time to participate in social activities                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. | I am happy with the type of work I do as a teacher                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. | I have opportunities for personal development                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. | I get pleasure from teaching  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. | I get intellectual rewards from teaching                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. | I have the opportunity to use my skills at school                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. | I believe my teaching develops the children                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. | I am satisfied with my autonomy as a teacher                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. | am satisfied with the amount of freedom I have in decision-making     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 66. | I am satisfied with my responsibility to solve school problems        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. | I am pleased with my teaching responsibilities                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. | I am satisfied with my school responsibilities after class            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. | I am happy with my professional relationship with the school director | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. | I am satisfied with my relationships with colleagues                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. | I am pleased with my relationships with the students' parents         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 72. | I am happy with my relationships with the students                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 73. | I am happy with the work environment                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. | I am satisfied with the behavior of the students                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. | I am satisfied with the support from colleagues                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 76. | I am pleased with the relationships among the staff members           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 77. | I am happy with how I handle student discipline                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 78. | I am pleased with the motivation of the students                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 79. | I am happy with the behavior of my colleagues towards me              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 80. | I am happy with the support I get from the school director            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 81. | I am satisfied with the respect from my school director               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 82. | I am happy with the respect from my colleagues                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|     |  |                       |                       |                       |                       |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 83. | I am pleased with the respect I get from the parents               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 84. | I am satisfied with the feedback I get from colleagues             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 85. | I am satisfied with the feedback I get from students               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 86. | The relationships with colleagues enhance my teaching              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 87. | I am satisfied with the student discipline                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 88. | I have professional friendly relations with my school director     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 89. | My good relations with students keep me in teaching                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 90. | In my school the parents are involved in their children's learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Reminder: 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree**

***SECTION C: open ended question for physical education teachers***

1. Briefly describe the factors in your school environment that give you the most satisfaction.

---



---

2. Briefly describe the factors in your school environment that dissatisfies you the most.

---



---

3. What would you recommend to the education leaders and stakeholders to improve the job satisfaction of teachers in your secondary school?

## APPENDIX C

### JIMMA UNIVERSITY COLLEGE OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE

#### EXTRACT OF A SAMPLE INTERVIEW

Key: **I**- Interviewer **Fb**- feed back

#### Interview guide

Date -----

School: \_\_\_\_\_

Gender: \_\_\_\_\_

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

Years of experience as teacher: \_\_\_\_\_

Highest academic qualification: \_\_\_\_\_

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?

**Feed Back: Thank you very much for your time.**

JIMMA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF NATURAL SCIENCES  
DEPARTMENT OF SPORT SCIENCE

DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

Name: Kiyar Jemal

Signature \_\_\_\_\_

Date: \_\_\_\_\_



## **Graduate Thesis Ownership Agreement**

This thesis is a property of Jimma University, an institution that awarded Degree to the graduate student and funded its research cost fully or partly. The research work was accomplished under the close support and supervision of the assigned University's academic staff. It is therefore strictly forbidden to publish, modify, or communicate to or put at the disposal of third party the entire document or any part there fore without the common consent of the research supervisor(s) and the graduate student. Disregarding this agreement would lead to accountability according to the Jimma University's Research and Publication Misconduct Policy Article 1.7 of the University's Document for "Guidelines and Procedures for Research, March 2012".

|   |           |       |
|---|-----------|-------|
| Name of the Graduate Student            | Signature | Date  |
| Kiyar Jemal                             | _____     | _____ |
| Name (s) of the Research Supervisor (s) | Signature | Date  |
| Mr.Samson Wondrad (Assi.Prof.)          | _____     | _____ |
| Name of Chairperson                     | Signature | Date  |
| Mr.Amanu Eba(MSc)                       | _____     | _____ |
| Name of Internal Examiner               | Signature | Date  |
| Dr.Wondimagegn Demissie                 | _____     | _____ |
| Name of External Examiner               | Signature | Date  |
| Dr. Sisay. M                            | _____     | _____ |