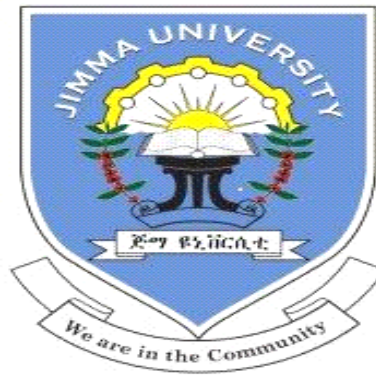


**THE SOCIO ECONOMIC STATUS OF TEACHERS AND JOB PERFORMANCE IN
SECONDARY SCHOOLS OF ILU ABA BOR ZONE**

BY

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**COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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JIMMA, ETHIOPIA

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
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As thesis research advisor, I hereby certify that I have read and evaluated this thesis research prepared under my guidance by **Fekede Tsegaye** entitled ” **The Socio Economic Status of Teacher and Job Performance in Secondary Schools of Ilu Aba Bor Zone**” Oromia Regional State. I recommend that it can be submitted as fulfilling the thesis research requirement.

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ABSTRACT

The purpose of this study was investigation of the Socio Economic Status of Teacher and Job Performance in Secondary Schools of Ilu Aba Bor Zone. The role of teachers in school is of the most important resource to school effectiveness. This study was aimed at investigating the effect of teachers' socioeconomic status (SES) on school performance secondary schools of Ilubabor Zone. Three statements of problems was guided the study, as does teachers SES significantly effect on teachers job performance, does teachers SES significantly effect on teachers morale and does teachers SES significantly effect on teachers organizational commitment in secondary schools of Ilubabor Zone. This study employed a quantitative approach using descriptive research design. A simple random sampling technique was used to obtain 102 respondents drawn from amongst secondary schools of Ilubabor Zone. Data were analyzed quantitatively using Statistical Package for the Social Sciences (SPSS) version 23. The study shows that 61.7 percent of teacher agreed that they have interested in the teaching profession as a career and 38.3 percent of respondents do not interested in the teaching profession. The findings of the study shows that 85.3 percent of teacher's have joined the teaching profession because they couldn't get other alternatives occupation. In addition to this the finding also shows that 60.7 percent of respondents reported that they could not get good result in national examination to join other areas of studies. Similarly about 64.8 percent of teacher's were dissatisfied with current salary. The result of the study also shows that 70.6 percent of teacher's said that there was lack of incentives and fringe benefits like house allowance and health care has led them to a feeling of dissatisfaction. The findings of the study indicated that 71.4 percent of respondent's said that people always refuse their families joining teaching profession in higher institutions. Finally the researcher recommended that secondary school management bodies are advised to facilitate an adequate working environment, including the technology and resources necessary today for good teaching and teachers are responsible bodes to shape students, so that even if salary is low teachers should pay sacrifice for generations building. The study finds that overall teachers SES has a positive and significant effect on school performance, in regards to teachers job satisfaction, teachers morale, and teachers organizational commitment. These findings might be worthwhile for the government, especially government to pay more attention and to make an effort of creating different programs to enhance teachers SES.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, which gives a summary of the socio economic status of teacher and work performance in secondary schools of Ilu Aba Bor Zone. This is followed by problem statement, which explains about challenges and severity of the problems under the study. Objectives of the study and basic research questions, scope of the study, limitations, and the operational terms are then discussed in detail and, finally, an overview of the study is presented, followed by a summary of the chapter.

1.1. Background of the Study

Across the world, there is a widespread desire to change the educational system to meet the new social and technological needs. Teachers are one of the most important factors in determining the quality of education that children receive (Adeyemo et al., 2013). It is widely recognized that governments and other stakeholders have the responsibility of ensuring that teachers perform to the best of their abilities. To achieve this, governments and school management are required to pay much attention to a number of factors that have the potential of influencing teachers' performance (UNESCO, 2006).

Education is the best legacy a nation can give to her citizens. This is because the development of any nation depends on the educational attainment of her citizenry and the quality of education of such a nation. Education does not only provide knowledge and skills but also inculcates values to students. It prepares individuals to be responsible citizen life. Cultural heritage and values are transmitted from one generation to another through education. The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion by sociologist that education can be an instrument of cultural change which is being taught from home. It is then generally believed that socio-economic background of the parent has direct impact on the academic performance of the students (Mahmmud (2010).

Teaching profession is one of the most important elements that energize the development of society. It is a base for socio-economic, cultural and political development of a country. It enables individuals to acquire knowledge, skills, ability and attitudes and make them full participate in the development process of a country (Macbeth, 2012).

Several studies show that the socio-economic status is positively correlated with achievement. The persons of low socio-economic status generally engage themselves to meet the basic survival needs instead of striving towards higher achievement. Similar is the case of

teachers too. Teachers' socio-economic status is most commonly determined by their level of education, occupational status and income. Teachers are in the front line of education system and, therefore, they are always blamed as the main source of all the students' failure in achieving success (Joni, 1991).

Gibbs (1994) also defines professionalism as qualification arising from a specific body of knowledge and its ethical code of conduct. Good work performance and professionalism are said to go hand in hand. Teachers with high socio economic status perform better, thus enhancing their professional growth through training and experience. A sense of identity and distinctiveness also increases translating into professional growth. How teachers behave at work, is not simply a result of random influences without improving his living standards.

Teachers around the world decide to enter the profession for different reasons, but they all share the need for appreciation, autonomy, and affiliation during their professional careers. According to Macbeth (2012), research has shown that wherever teachers have been asked about their priorities and satisfiers, in South America, Sub-Saharan Africa, Europe, or North America, they refer to the importance of recognition and respect for their daily challenges. These common factors, essential for all teachers, shape the status of the teaching profession and play a crucial role in delivering quality and ensuring equity in education. In countries where the teaching profession is highly valued in society, such as Finland, Singapore, and South Korea, students seem to learn more effectively (Burns and Darling-Hammond, 2014). Moreover, teachers' positive sense of their status is closely linked to other aspects of quality education, including continuous professional development, engagement in research, collaboration and exchange with other teachers, and involvement in decision-making (Hargreaves and Flutter, 2013). In this respect, education unions are the most appropriate agents to help teachers improve their status by influencing educational policies.

Most of the reasons that compel teachers to leave the profession also apply for the movement of teachers from school to school. The major factors in this regard however pertain to school environment related factors (extrinsic factors) such as community apathy, problems of social integration, administrative inadequacies and poor working conditions. The community in which the school is found plays an important role in sustaining a teacher's stay in a given school. Among these are the social status of teaching in the community; the level of receptivity; the teachers' ability to relate to the local culture; the availability of social amenities such as safe and affordable housing; health and educational facilities for self and family and entertainment opportunities (Tatto, 1997). The reasons for leaving the profession

included low salary, low social status of the profession, unfavorable working conditions in the school, difficulties of rural life, isolation factor and the absence of further educational opportunity (Ayalew, 1991).

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. For instance, negative attitude towards one's job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepares for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students academic performance. It has been established that teachers' attitudes highly influence students' interest in learning. Moreover, personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. In addition to that, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated (David (2013)).

So far, there is no common agreement on the concept of teacher's job performance. There are various definitions which reflect the complexity and multifaceted nature of the concept. Obilade (1999) defined teachers' work performance as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Okeniyi (1995) defined teacher's work performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. Similarly, Selamat, et al. (2013) viewed teachers' work performance as the way in which a teacher behaves in the process of teaching and it is known to be related to teachers' effectiveness.

In their study, Hargreaves and Flutter (2013) analyze the impact of current global trends on the socio economic status of teachers, outlining a number of factors that shape the concept. They argue that the global economic recession has damaged teachers' pay and working conditions in many countries, particularly in Europe, crucial factor influencing teachers' self-esteem, has declined as a result of job insecurity and salary reductions. In this context, performance-related pay schemes that selectively reward individual teachers tend to be introduced by several governments under pressure to restrict public spending, at the expense of general pay increases. Moreover, the rise of private tutoring, often deriving from teachers' need to supplement their low income by taking on private lessons, undermines the status of public education and consequently the status of teachers (Hargreaves and Flutter, 2013).

As we have already seen, teacher's socio economic status is a complex, multifaceted concept that is developed in multiple contexts and is impacted by a number of factors. Hargreaves and Flutter (2013) argue that this concept 'may be determined by certain factual variables such as levels of education and pay, but is experienced as a psycho-social phenomenon that can be perceived only by its reflections from various surfaces or interfaces'. When referring to the status of teachers and the teaching profession, we basically distinguish the social status that applies to the individuals teachers and the occupational status that applies to their occupation teaching. Although the latter could be more objectively measured, the former plays a more significant role for teachers' health and happiness.

According to Hargreaves and Flutter (2013), other factors influencing the status of teachers are linked to political and policy changes. In many countries, there has been a growing emphasis on accountability policies, often at the expense of teachers' autonomy, and teachers increasingly feel under pressure. Several states tend to introduce school inspection systems, publish league tables of school performance and adopt measures aimed at evaluating and raising standards. Social trends also influence the status of teachers, as can be seen in countries where the status remains high because parents and communities value teachers for their contribution to their children's development and future. There are also national contexts, where the public perception of teachers' status exceeds teachers' own perception of their status, for example in Belgium's Flanders, where teachers have steadily been accorded higher esteem by society over the last 40 years (Verhoeven et al., cited in Hargreaves and Flutter, 2013). Another social trend related to teacher status is teacher migration, an increasingly global phenomenon that has reached the top of the policy agenda in many parts of the world (Caravatti et al., 2014).

In connection with the above opinions, teachers' performance as an integrative part of school performance should be also affected. Teachers in high economic status are not only able to provide their family's basic needs but also to provide an adequate of learning facilities at home to developing his or her capabilities and their children's capability as well (Wool folk, 1993). Teachers in high economic status are even able to provide a more special time for learning, preparing materials and media needed in tomorrow's teaching-learning process, checking and evaluating students work.

On the contrary, teachers in low economic status are not only able to provide their family's basic needs but also are not able to provide time and facilities at home to develop their knowledge and skills needed to deal with today's challenges (Werang, 2010). Teachers in

low economic status sometimes even present in school as a very exhausted person and his or her mind is chaotic due to the fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance (Sahertian, 2000).

(Miller, 1991) confirmed that teacher's morale could directly affect teachers' work performance and morale as a way of describing how people feel about their jobs, employers and companies, and those feelings are tied to the behaviors and attitudes that employees exhibit in the workplace. When employees have good morale, they feel committed to their employers, loyal to their jobs and motivated to be productive. They work harder, produce more, meet deadlines and give it their all. On the contrary, low morale takes a toll on employee performance and productivity.

According to Perumal (2011), in schools the morale of teachers is an important factor to ensure that teacher's give of their best at all times that student could receive the best possible education. Similarly, Miller (1991) said, "when schools possess high teacher morale, they not only make teaching much more enjoyable for teachers, but learning becomes more pleasant for students". Ellenberg (1992) also found that "when a school's employees demonstrated high morale, it showed an increase in student achievement".

Ethiopia has an emerging economy, and is a developing country with ever-changing social and economic demands. The country is experiencing transformation on many levels and in many areas. Education is one of the key factors in respect of development and transformation. Teachers are powerful to functional schools, and need to experience job satisfaction to be motivated to do their work to the best of their abilities, and to facilitate learning that can support transformation. Teachers and principals are the most expensive and, possibly, the most critical components in establishing quality in the education system (Mulkeen, 2005).

The teachers in every country have the greater responsibility of making the students competent enough in the global context and to contribute to the development of the nation. To mold the students in to ideal, democratic citizens with efficiently and skills, teachers should be example, competent and effective and devoted to profession with expertise and intellect. Secondary education is an important level of education, due to its being a bridge between basic primary education and university education. The grade level was charged with the motivation, implementation and facilitation of the role of the high school teacher to bring better student educational achievement(quality education) in terms of creativity, innovation

and problem solving capacity. Thus, teachers' motivation play significant role to bring quality education. Because teachers are maintain central role to inculcate attitudes, values and character through teaching. The teacher is a role model of which students' intellect and behavior are conditioned, imitated and learnt. She/he is a counsel and can alter behavior through reinforcement and motivation (Solomon, 2008).

Gibbs (2000) suggests that the size of the bonus and the active support from principals are also important in teacher motivation. Teachers do not get motivated by the pay bonus unless they find the amount large enough. Furthermore, perceptions of the teachers on fairness have an influence on their motivational reactions; therefore it may be necessary to explain the logic behind the performance measures, and the level of improvement in the goals. The socioeconomic status is positively correlated with both educational and attainment and achievement. It can hypothetically state that the higher a teacher's socio-economic status, the greater his or her academic performance in secondary school is likely to be. In this hypothetical phrase, it has been observed that socio-economic condition is a cause, which correlates with job performance effect. Therefore, the objective of the study was to identify teachers' socio economic status and its impact on work performance in secondary schools of Ilu Aba Bora Zone.

1.2. Statement of the Problem

Many educators think that low socio-economic status creates a negative effect on academic achievement. Adams (1996) mentioned that the basic needs of certain teachers are not being met, thus not allowing the teachers to physically or mentally be able to perform in school. If teachers are not properly fed or given proper hygiene care, they cannot be expected to perform successfully in their academics. These environmental deficiencies are thought by educators to have a negative effect on the teachers' image and result in a lowering of self-esteem. This lack of confidence infringes on the success a student may have in the academic environment. Others challenge this theory and imply that other variables outside the socio-economic status of teachers are the determining factor in academic performance (Ellis, 2008).

Several studies show that the socio-economic status is positively correlated with achievement. The persons of low socio-economic status generally engage themselves to meet the basic survival needs instead of striving towards higher achievement. Similar is the case of teachers too. Teachers' socio-economic status is most commonly determined by their level of education, occupational status and income. Teachers are in the front line of education system

and, therefore, they are always blamed as the main source of all the students' failure in achieving success (Joni, 1991).

This blaming is relevant since some teachers use to be busy in some jobs other than their teaching job. Why do the teachers do so? It has long been recognized that being a teacher is a demanding and sometimes even exhausting profession. It is true that many teachers of low socio-economic status are struggling with the obligation of guiding students to achieve success in one hand and of caring their own family in the other hand. They even enter the classroom with all the burdensome thoughts and feelings of how to care their sick family member, to rent housing, to pay electricity arrears, to meet child's need and so on. Hence teachers' socio-economic status influences their personal development and job satisfaction, morale as well as their organizational commitment (Keller and Chang, 2014).

Sahertian (2000) also found that "teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance". Werang (2010) found that "teachers have no time at home to design teaching learning process and to provide media needed to increase students' understanding. Teachers even have no enough time to evaluate students' work due to the fact that they are so busy to earn money for the need of family's life by teaching as an honored in other schools, farming and trading".

In connection with the above conclusion, teachers in high economic status are not only able to provide their family's basic needs but also to provide an adequate of learning facilities at home to developing his or her capabilities and their children's capability as well (Albatch, et al., 1992; Wool folk, 1993). Teachers in high economic status are even able to provide a more special time for learning, preparing materials and media needed in tomorrow's teaching-learning process, checking and evaluating students work.

Thus, some of the variables that reduce teachers' socio economic status and cause impact on teacher's performance were described as follow. These are inadequate salary: which deals with insufficient monthly payment; other benefits that deals with the concerns with the lack of job promotion ,job rotation ; job satisfaction which is related to the teachers' negative attitude towards their role; nature of work environment which indicates the presence of bad personal relationship with the colleagues and others with in the school and out; personal relation with students: this is also another factor that shows the absence of student centered

approach in the class room; student disciplinary problems which shows the development of bad inclination like disturbing, lack of attention etc. from the student; the position itself, it unlike the above variables this indicates hating their current post; administrative problems which indicate that much of the time school principals and their assistances only voice themselves instead of making a participative decision so this makes the teachers not to feel sense of belongings on their job (Riaz 2000).

Teachers in low economic status are not only able to provide their family's basic needs but also are not able to provide time and facilities at home to develop their knowledge and skills needed to deal with today's challenges (Kummerer, 1990). Teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance (Sahertian, 2000).

There is strong association between socio economic status and teacher's job performance. Evidences indicated that teacher's low socio economic status in the society has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers, and low teacher morale and the poor quality of the teachers' working environment. While many factors have been identified as contributing to the poor performance of education in Ethiopia, the problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Evans, 2000). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education higher attrition rates negatively affect the quality of education (Chang, et al., 2010).

Most of the researchers found that there is positive relationship between socio-economic status and attitude towards teaching profession. For instance, hurdles in getting payments, low intensity of financial adjustment, and teachers' own negative attitude and behavior are the most profound variables associated with the low prestige, status and teaching profession attitude of the teachers in the community (Osunde, 2006).

There were no more researches conducted in Ethiopia regarding to the socio economic status and job performance of teachers. But a few studies conducted indicate that one of the most frequently mentioned contributing factors to poor work performance in Ethiopia is the little

respect for and the reduced status of the teachers. In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago (TESO, 2008).

In addition to the above, the teachers in developing countries, including Ethiopia, have experienced poor payment, management and leadership (Evans, 2001). National policy-makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher motivation and high levels of occupational dissatisfaction (TESO, 2002). Factors involved in physical environment, community of the schools and managerial structure of the system, these may be more powerful when teachers“ got job satisfaction. Different types of work will become very productive when workers are satisfied in their job. The effectiveness of school is largely depended on the professional confidences and job satisfaction of the teachers. Therefore, schools administration and other concerned authorities must support the development of teachers.

As stated in the (MOE, 1994), one of the objectives in Ethiopia is “to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude”. Yet, despite the pivotal nature of the teachers’ role and the objective stated in the policy, there is a tendency on the part of the policy-makers to by pass teachers in the decision-making, and to neglect their needs when considering new policy directions.

It is known that many of the Ethiopian teachers are not capable of performing well. The forces, that result in the ‘de-professionalization’ of teachers include a prolonged economic and social crisis, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living conditions of the teachers (Bennell ,2004).

A study shows that teachers being such important persons in the society seem to complain about their low socio-economic status in the society. For this reason, different conferences and projects were launched to uplift their status and prestige at international level. But still matter is unsolved as different studies pointed out that due identification and status is not being provided to the teachers, as a result they are facing inequalities. The consequences of these inequalities have been reflected in the National Policy on Education (2009) as it declares that if government does not succeed in controlling these inequalities then the country can face social chaos. Pay, benefits, and working conditions proved to be some of the most critical factors affecting teachers’ occupational status and self-esteem. Survey findings show

that an improvement or decline in salaries and working conditions over the years has a proportionate impact on teacher status. Yet, working conditions, in particular, have declined in most participating countries in recent years. Few unions stated that teachers' salaries are comparable to those of professionals with similar qualifications. And a significant lack in social security measures is identified in unemployment and transportation benefits and housing allowance.

Teachers' performance (quality of service) depends on many internal and external factors including individual, organizational and environmental ones. Education and learning are intertwined concepts. Although there are different theories suggesting various applications of motivational models, it is undeniable that teacher response can vary across cultures and professions. Besides culture and profession, other factors such as rewards or incentives also influence the motivation of teachers (Gibbs, 2000).

Similarly, Finer (2000) states that teachers are the most important resource in every institution. Through their individualized professional competence, they provide valued products and services. Finer also notes that teachers' performance level never exceeds 50% of an individual capacity to perform particularly when not effectively motivated. They may stunt in low morale often displayed in poor professional conduct and poor work performance. Teachers' productive performance and professionalism can be enhanced through motivational practices responsive to their needs, (Finer, 2000).

For instance, Hargreaves (2009) in her study pointed out that "teachers in some countries enjoy high salaries and comfortable working conditions; elsewhere they may have to do two jobs in order to live on. These additional struggles of teachers for more earnings affect teachers' teaching profession attitude as Halawah (2008) asserted that salary or earning is one of the factors which influence the teachers' attitude towards teaching profession. So there was a great need to explore the relationship between teachers' socio- economic status and their teaching profession attitude.

However in Tesfaye and Demewoz (2004) in their study explained that inclination towards the teaching profession took a rain check over the last forty years mostly due to the status attached to the profession. According to (Esteve), as cited in Getachew, 1999:32 teaching is profession that people join when they are not capable of finding an alternative job which pays more. In this regard Motuma (2006) and Mulugeta (2010) also confirmed that most teachers

enter in to the profession because it is easier to get than other jobs or to make money (their earning) out of it till they get another job among other reasons.

Motuma (2006) identified that inadequate salary and lack of motivation including low base salaries, limited non -financial benefits, inconsistent implementation of career structure, lack of faire payment for work done to extra time and lack of compensation such as; bonus, fringe benefits, incentives and rewards were the major causes of teacher's dissatisfaction in government secondary schools of Oromia regional state.

Therefore, what makes my study unique here is that most studies focuses on teacher's commitment, turn over and motivation, the cause behind this is poor teacher's socio economic status, without improving teachers SES we cannot improve school performance so my study focused on how the socio economic status of teachers and it's impact on school performance in secondary schools of Ilu Aba Bor Zone.

1.3. Research Questions

The followings are research questions proposed to investigate the study:

- ❖ What is the socio economic status of teachers in secondary schools of Ilu Aba Bor Zone?
- ❖ What is the current status of job performance of teachers in secondary schools of Ilu Aba Bor Zone
- ❖ What is the relationship between socio economic statuses and job performance of teachers in secondary schools of Ilu Aba Bor Zone?
- ❖ Which socio economic factors significantly predict teacher's performance in secondary schools of Ilu Aba Bor Zone?

1.4. Objectives of the study

1.4.1. General Objective

- ❖ The general objective of this study was to investigate the relationship the socio economic status of teachers and job performance in secondary schools of Ilu Aba Bor Zone.

1.4.2. Specific Objectives

The specific objective of this study was:

- ✓ To identify the socio economic status of teachers in secondary schools of Ilu Aba Bor Zone.
- ✓ To identify the current status of job performance of teachers in secondary schools of Ilu Aba Bor Zone
- ✓ To mention the relationship between socio economic statuses of teachers in secondary schools of Ilu Aba Bor Zone?

- ✓ To describe the socio economic factors significantly predict teacher's performance in secondary schools of Ilu Aba Bor Zone?

1.5. Significance of the Study

Education is the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behaviors of positive value in the society in which he lives. This is the basic and crucial factor to the development of a country. Therefore, roles of teachers are decisive and important instrument for the transfer of knowledge and skills to students in the schools. Retaining experienced and qualified teaching staff is a major concern to educational planners and policy makers to realize the educational objectives of the country. Therefore this study may have the following significance:-

It may be used for Wereda educational planners, supervisors, teachers, school administrators and other concerned bodies. It helps to create awareness of the factors that affect teacher's job performance for those who are directly or indirectly concerned with socio economic status and school performance of teachers in the study area. It may help others researchers in conducting more comprehensive study on the issues related to teachers' socio economic status and job performance.

1.6. Delimitation of the study

The researcher assumed that the problem was included secondary schools of Ilu Aba Bor Zone. The study geographically was delimited to the twelve secondary schools of Ilu Aba Bor Zone. It is difficult to conduct study in the whole secondary school of the Zone. So I delimited to some of secondary school found in a few Wereda. This is because it was helpful to get reliable data and information that was used for the study and to make the study more manageable. In order to make the study more manageable and feasible within the given time, it is geographically delimited to government secondary schools (9-12) in Some Selected Woredas of Ilu Abba Bor Zone. These selected Wereda's and secondary schools were Bure Wereda (Bure, Bondawo and Sibbo secondary schools), Halu Wereda (Uka secondary school), Ale Wereda (Gore and Honga secondary schools), Didu Wereda (Lalo, Kelli and Gordomo secondary schools) and Mettu Wereda (Abdi Boru, Yadano Hachalu, and Mettu Secondary schools).

1.7. Limitation of the study

This study was conducted on secondary schools teachers of Ilu Aba Bor Zone. In the process of collecting primary data, few respondents were reluctant to provide the necessary data. Some respondents have reservation to express their opinion as might not duly understand the

long term outcome of the study and this might limit the collection of the required data. It was very difficult to make interviews with some officials as they always made appointment to give information and not available on the appointment. To solve such challenges the researcher initially gave orientation for respondents as the purpose of questionnaires distribution was for research purpose only and carefully handle them. The other was the interviewees, the researcher cooperatively interviewed all the officials whenever they were free and not busy with jobs.

1.8. Operational Definition of Key Terms

- ❖ **Job Performance:** Is the extent to which teacher' contribution in achieving the goals of the secondary schools with better performance to fit academic achievement (Gibbs, 2000).
- ❖ **Motivation:** is the willingness of teachers to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment (Evans, 2000).
- ❖ **Socio economic status:** refers to a combined total measure of teacher's financial position in relation to others, based on income, education and occupation, social position in secondary schools (TESO, 2008).
- ❖ **Secondary school:** is the structure of educational system that includes general secondary education (grade 9-12) (MOE)
- ❖ **Teacher job satisfaction:** refers to the overall attitude and views of teachers toward their working conditions and profession with different morale encouragement and incentives.

1.9. Organization of the Study

The overall organization of the research has five chapters. Chapter one presents the introductory parts of the study from the background, statement of the problem, the objective (main and specific), research questions, significance, and delimitation to limitation and organization of the paper. Chapter two presents a review of related literature. Chapter three is about research design and methodology. Chapter four presents results and discussion and finally chapter five deals with conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. The review focuses on issues like, concept and overview e of socio economic status of teacher, teacher's performance and factors that affect socio economic status of teachers, and work performance

2.1. Overview of the Socio Economic Status of Teachers

So far there is no universal agreement among experts about the concept of socioeconomic status (SES), and we think it will never be. SES is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation(Werang, 2014).

Similarly for further explanation of status, Hoyle (2001) categorized status into three dimensions, i.e. occupational prestige, occupational status, and occupational esteem. First dimension, occupational prestige is considered to be the public perception about the position of profession, whereas second dimension, i.e. occupational status is concerned with the perceptions of a group of intellectuals about profession, and third dimension, i.e. occupational esteem is concerned with the satisfaction level of general public with profession. The variable, socio-economic status (SES) is an imperative factor in many field like education, health, individual's development and research. Different authors have defined the collective definition of SES in a number of ways.

For instance, according to APA (2007), SES is commonly considered as ones' social rank or category. It is usually a combination of factors of education, income and occupation. It differs within the individuals and groups and indicates the difference in powers, control and privilege. One of the professionals in this society is a teacher, that's why socio-economic status of teachers has always been dominating issue all over the world. For this purpose, voices have been raising on different platforms.

The 2015 EI report on the status of teachers and the teaching profession comes at a crucial moment, after the deadline for the Education for All (EFA) goals, with uneven progress within and across countries and violations of teachers' rights worldwide. According to several EI reports (Verger, 2013), rapid changes in educational policies that result in the de-professionalization of teachers include increasing privatization in and of education, systemic underfunding of public education, recruitment of unqualified and/or contract teachers, and accountability mechanisms centered on measurement and performance related schemes. These policies, combined with austerity measures that were imposed in many countries due to the global financial crisis, are some of the many challenges for quality public education that influence teachers' lives, salaries, and working conditions, and do not align with teachers' professional perspectives.

In addition, with this study on teachers' socio economic status, EI aimed to create a research tool that could periodically examine how teachers and the teaching profession are valued in different national contexts. Education International (EI), as the world's largest federation of unions, representing 30 million education employees in about 400 organizations in 171 countries and territories, is a major stakeholder that promotes teachers' status in the interest of quality education for all. At its 6th World Congress, EI stated that 'teaching at all levels should be recognized as a professional activity and accorded the same respect and status as other similar professions in society' (EI, 2011).

To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership, and so forth. When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Boey, 2010). Teachers as professionals, in all cultures, need to be recognized for their accomplishments, and be appreciated by the parents, communities, governments, and by their colleagues. They should also be valued and recognized for their work accomplishments (Menlo & Poppleton, 1999).

2.2. Teachers' Attitudes towards Teaching Profession

There are so many factors related to attitude of teachers towards their profession. But in this study it is delimited to four sub- component in the light of socio-economic status. These are teaching values, salaries and incentives, teaching attributes, and satisfaction with teaching profession.

About first sub- component, Adel (2010) explained that the relationship between the students and teachers in the classroom depends upon the teaching values held by the teachers as well as students. Emphasizing on providing salaries and incentives, National Education Policy (1998-2010) asserted that the teaching profession can be made attractive to the young talented graduates by institutionalizing a package of incentives along with salaries.

As far as teaching attribute is concerned it is pointed out that teaching attributes is one of the most important indicators for employing the secondary school teachers in the field (Johnson, Scott, Roellke, & Christopher, 1999). Regarding its importance, the Task Force on Teacher Leadership (2008) pointed out that it is imperative to mobilize the huge unused characteristic of teachers to build up students' achievement. Similarly some teaching attributes such as

solid subject knowledge, awareness about teaching-learning goals, selection of best teaching pedagogy, and commitment play a vital role in the achievement of students.

About satisfaction with teaching profession, Doyle and Forsyth (2003) agreed that being a part of community, the teachers' satisfaction is necessary to justify with their profession. In this regard (Foeller, and William (2002) explored that job satisfaction is influenced by individual attributes and job characteristics.

Most of the researchers found the positive relationship between socio- economic status and attitude towards teaching profession. For instance, hurdles in getting payments, low intensity of financial adjustment, and teachers' own negative attitude and behavior are the most profound variables associated with the low prestige, status and teaching profession attitude of the teachers in the community (Osunde & Izevbigie, 2006).

To strengthen the concept, Halawah (2008) asserted that salaries or income (one of the sub-component of SES) along with the other factors such as promotion; teacher-society relationship and parents affect the teachers' attitude towards teaching profession.

2.3. Theoretical Perspective

In formulation of a theoretical perspective for studying the crucial role of socio- economic status (SES) of teachers in a society, their teaching profession attitude and academic achievement, Maslow's theory of motivation and Max Weber's theory of social stratification provides a useful prototype. These theories further afford a base for the theories of "relative deprivation and status inconsistency" which provide a ground to find out the relationship among teachers' socio-economic status, teaching profession attitude, and their students' academic achievement. It is commendable that positive attitude and behavior of individual is very important to get the desired result in any profession. In this regard, Maslow's theory of motivation provides the base for knowing about attitude and behavior.

One of the humanist and proponent of hierarchy of needs, Maslow (1908-70) merely focused on the cause of motivation rather than the source of motivation. On Maslow's hierarchy of need, Maslow (1970) commented that needs consisted of seven levels in the form of a pyramid. Physiological need exists on the base of the pyramid and on the top, self-actualization need falls while security need, love and belonging need, self-assertion need, cognitive need, and aesthetic need lies in between the physiological and self-actualization needs. On the bottom of pyramid, first four basic needs or primary needs (sometimes referred as deficiency needs) fall and are common to human beings and animals whilst moving

towards up the pyramid, the remaining three secondary needs or growth needs (sometimes called as social needs) are relevant to human beings only and these emerge as the result of social life. Physiological needs causing the survival motives such as hunger, thirst, sex, and sleep whereas the secondary needs causing the psycho-social motives as these are attained during developmental and interactive process.

Lenski (1954) was a major proponent of theory of status inconsistency. According to him, status inconsistency is a condition in which social standing of persons affects their social status positively or negatively. For example, teachers may have high status due to their high social standing in terms of respect and prestige but they may get less money in terms of salary and incentives causing the lower of their economic status simultaneously. This theory forecasted that the individuals with inconsistent status are more frustrated and stressed than the individuals having consistent statuses. In addition, the people whose status is high in one dimension also emphasize on their high rank in remaining dimensions as well.

Regarding the best explanation of the concept of relative deprivation, Kessler (2010) elucidated that it may be helpful to express the feelings or gauge the financial standings of persons in areas of social sciences. In a society, it has directly related to attitude (inner feelings) and behavior (outer expressions) of the individuals along with the sense of stress. Further this stress can lead to feelings of depression and it is evident that any depression has important adverse effects on work performance. On the importance of incentives, Beck (2003) pointed out that the combination of intrinsic motivation (certain activities rewarding in themselves) and extrinsic reward (given by other people) would be pivotal for the better performance of individuals.

Therefore in the context of above mentioned theories, desires or wishes emerge in result of needs which lead towards motives. For instance, economic security and self-assertion are the desires emerge under the primary and social needs respectively. If these desires will not be fulfilled then feelings of deprivation will appear ultimately causing the stress and frustration in the individuals. This stress and frustration will further affect the attitude of the person and in turn may influence the performance of the individual at work place especially in classless society already facing the issue of social inconsistency.

Eventually, those teachers who consider themselves socially and economically deprived or depressed people, their work performance may be affected. For this reason, three variables; teachers' socio-economic status, teachers' attitude towards teaching profession and their

students' academic achievement are identified to investigate the relationships among these variables.

2.4. Teachers' Performance

Teacher performance plays an important role in the school performance. It comprises what the employee does or does not do. Performance involves quality of output, quantity of output, timeliness of the output, cooperation and the presence at work. Employee performance can be defined as the record of outcomes achieved for each job function during a specified period of time (Macky and Johnson 2000).

However, performance could be measured by variety of parameters which show an employee's pattern of performance over time. Performance in the organization context is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. It involves an organization to communicate its mission and strategies to the employees, setting individual performance targets to meet the employee as well as the organization mission. The continuous review of performance management ensures organizational performance (Ying 2012).

So far, there is no common agreement on the concept of teacher's job performance. There are various definitions which reflect the complexity and multifaceted nature of the concept. Teachers' job performance as the duties performed by a teacher at a particular period in the school system in achieving organizational goals, (Macky and Johnson 2000). Teacher's job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. Similarly, viewed teachers 'job performance as the way in which a teacher behaves in the process of teaching and it is known to be related to teachers 'effectiveness (Selamat, et al., 2013).

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students (Macky and Johnson 2000).

One of the most powerful factors related to school performance is socioeconomic status (SES), the combination of income, occupation, and level of education that describes a family

or individual. Teacher's SES provides a sense of their standing in a community; how much flexibility they have in where they live or what they buy, how much influence they have on political decision making, and the educational opportunities their children have (Ying 2012).

2.4.1. Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students. As the Framework states effective teachers depend on a body of professional knowledge in order to maximize their ability to improve student educational outcomes. It adds that knowledge of students, curriculum, subject matter, pedagogy, education-related legislation and the specific teaching context is the foundation of effective teaching and enables teachers to be responsive to the changing needs of students. Therefore, the Framework supports teachers as they continue to build upon their professional knowledge. It promotes ongoing professional learning and incorporates contemporary teaching theory (Motuma, 2006).

2.4.2. Professional Practice

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management plans. They use sophisticated communication techniques. Professional excellence involves teachers engaging in all five dimensions. The five dimensions describe the major professional responsibilities and actions teachers carry out in their professional lives. These dimensions interconnect with each other and collectively contribute to teachers' effectiveness Tesfaye (2004).

2.4.3. Professional Attributes

Professional attributes show the characteristics that are readily identifiable as essential to effective teaching. These attributes indicate teachers' readiness for accepting challenges, demands and obligations of teaching. The Framework sets the standard in which teachers work with students, parents/caregivers, colleagues and others. Professional attributes provide the underpinning values, beliefs and skills for the decisions and actions teachers make in their day-to-day work. They describe the attitudes and behaviors through which teachers demonstrate their ability to facilitate student learning.

2.5. Factors that affect teachers' job performance

2.5.1. Lack of interest in teaching Profession

According to the teacher retention model of Manna and Tesfaye (2002), there are four stage processes that will help teachers to choose to stay or leave their profession. Of which selection is the stage, in which teacher first show their interest towards the profession. It is widely argued that the status of teachers in most countries, both developed and developing, has declined substantially during recent decades.

However in Tesfaye (2004) in their study explained that inclination towards the teaching profession took a rain check over the last forty years mostly due to the status attached to the profession. In this regard Motuma (2006) also confirmed that most teachers enter in to the profession because it is easier to get than other jobs or to make money (their earning) out of it till they get another job among other reasons. Commitment refers to the attachment and loyalty. As defined by (porter et al., 1974 cited in Armstrong, 1995, commitment is a relative strength of the individual's identification with, and involvement in, a particular organization.

Moreover, a review by Armstrong (1995) mainly North American literature, led him to the conclusion that: "high organizational commitment is associated with higher motivation and good performance". One of the causes of organizational commitment is job satisfaction. People who are satisfied with their job are more committed to their organization than those who are less satisfied (Taye, 2011). Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction. Sylvester (2010) held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very wide currency, particularly in social psychology the new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed.

2.5.2. Inadequate Salary and other Benefits

Teacher salary scale has an intimate connection with teacher retention patterns. When salary levels drops in relation to the level which pertain for similar qualified personnel, this gives rise to teacher dissatisfaction and less performance which, if unresolved can cause long duration difficulties and lack of motivation. Coolahan, (2003) argued that, from a variety of perspectives the establishment of appropriate salary provision for teacher will have short-

term and long-term effects on teachers' retention pattern. Problems in work places occur due to wrong perception of employees or their lack of understanding about how organization link performance and pay system. Armstrong (1995) stated that problems arise in work place due to inequitable or unfair pay systems. In this regard, Vroom's expectancy theory suggests that a pay-performance link is essential for motivating performance.

According to in Kadzamira, (2006), the expectancy model has three major components, each of which based on a series of fairly straight forward observations. Expectancy: the individual's perceptions of the probability that effort will lead to task accomplishment or performance, Instrumentality: perceptions of the probability that performance will result in receiving rewards (such as pay or recognition), Valence: the subjective value or desirability that the individual places on the attainment of a certain reward. As per explanation of the theory, "high performers will tend to gain a large share of compensation resources and thus be motivated to stay with the organization with better performance.

There is also an indication that teachers tend to give up their work or weak performance if their salaries are low relative to alternative wage opportunities. Especially teachers at the start of their career are highly influenced by wage discrepancies. Below-average performers will become discouraged and will tend to leave the organization. "They continued by stating that, however, reward system that are not linked to performance tend to have the opposite effect and thus result in the worst of both possibilities. Well paid poor performers may stay with the organization: they are well rewarded and will not be sought by other organizations. There is considerable evidence that wages are almost equally important to teachers in their decisions to leave their jobs as they are to workers in other occupations. However, it does not imply that experienced teachers are not affected, because higher salaries also appear to attract better-prepared and higher-quality teachers (Getachew 1999).

Inadequate salary has been mentioned as the main cause of teachers' lack of motivation in different studies. Despite the revision of teacher's salary and career structure in 2007, inadequate salary has remained to be the major problem in Ethiopia (VSO, 2007). Similarly, (Bunel, 2004) stated that teachers leave for higher paying jobs in other professions. Although teacher salary have improved in recent years, they remain low compared to those of other similarly educated workers (Ingersoll, 2001). Overall, teachers in the United States earn much less than other workers with the same amount of education and experience. Same is true in Ethiopia; teachers are paid less than others in non-teaching profession with the same experience and qualification.

In addition, (Darge, 2002), identified that low and inequitable salary and inequitable chance of career advancement as critical matters in teachers' job dissatisfaction. In addition to salary, fringe benefits like housing, free health care service and opportunities for further training or education plays major role in teachers' retention as it creates belongingness and commitment in the minds of teachers. On the contrary, there is evidence that teachers' satisfaction was poorly related to salary and other benefits (Motuma, 2006). Money does not augment the intrinsic nature of work. Indeed, in the most extreme cases it will not affect the employee's motivation at all (as with voluntary work, where the driving forces it related with commitment or Vocation).

According to Armstrong (1995), lack of commitment and dissatisfaction, which is the main road to poor performance, can arise from very lack of clarity about performance, lack of group cohesion and dissatisfaction and conflict with managers and supervision and that teaching is career less and dead end job in USA as compared to other careers. The number of positions in the upper ladder as compared to the existing teachers are limited, consequently the difficulty for the advancement leave teachers no choice but to abandon their profession in search of advancement.

Armstrong (1995) argues that dissatisfaction with career prospects is a major cause of weak performance. To certain extent, this has to be accepted. More and more people recognize that to develop their careers they need to move on and there is little that employers can do about it. Moreover, promotion criteria are also still based on qualification and years of service alone. In Ethiopia also teaching was career less job with only in the last few decades.

2.5.3. Characteristics of the school work Environment

School working conditions contribute to teacher commitment levels and perseverance in a challenging placement. In both less and more industrialized countries, poor levels of organizational support have been found to be a power full reason for qualified individuals not taking a position or leaving it permanently. Teachers with inadequate resources and professional isolation during their first years of teaching are particularly vulnerable (Motuma, 2006).

According to (Dunham, 1979 cited in Getachew, 1999), poor working conditions include problems such as inadequate equipment, poorly maintained buildings, lack of space, poor quality furniture, lack of suitable premises and poor staff room facilities. In some countries, working conditions such as class-size, insufficient or defective amenities and equipment, inappropriateness of teaching assignments and volume of non-teaching assignments are some

of the worst problems be setting teachers today (ILO, 1991). With regards to working environment, Bennel (2004) stated that teachers as compared to other professions do not have the chance to enjoy the same work environment. Arega (2007) recommended that upgrading the work environment and working conditions for teachers is a favorable act towards increasing teacher motivation, making the profession more attractive, enhancing retention of teachers, and improving the quality of teaching and learning. Although it may always require a substantial amount of money, changes in this area may be cheaper and more effective than an overall increase in teachers' salaries.

They further stated that increasing teacher salaries may seem apparent in reacting to attrition problems. Arega, 2007 stated that improved working condition and environment play their own role by improving school buildings and teachers' accommodation, increasing teacher responsibility for educational decisions, reducing class sizes increasing parental community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition, and providing teacher counseling and medical care.

Similarly, Girmay (2011) pointed out those teachers who were stressed due to the various aspects of the school environment reported less satisfaction and commitment in their job. There appears little doubt that one of major adverse influences on job satisfaction, work performance and productivity, and absenteeism and poor performance is the incidence of stress at work. Girmay, 2011) also underlined that in every day work execution, teachers face a variety of difficult situations like tight deadlines given to a specific task that may be source of stress.

Another factor that causes teacher dissatisfaction is socio-economic status. With regard to the socioeconomic status, the lower the socio-economic class of the teacher's family, the more likely the person is to remain in teaching; the higher the socio-economic status, the more likely the person is to leave teaching. In connection with this Tesfaye (2004) confirmed that " the teaching profession is accorded with low socio economic status in Ethiopia promoting negative attitudes towards the profession which in turn result in little or no respect to those in the profession by the community (parents, student, concerned government parties. In this respect Getachew (1999) recalled the few years' earlier teaching was a respectful occupation both socially and economically and these days, people started to attach status with money earned rather than knowledge and sacrifices which resulted in the low status rendered to teaching profession in the recent decades.

2.5.4. Student Disciplinary Problems

Some teachers are more dissatisfied with student's disciplinary problems which enforce them to quit their job. Students' disciplinary problems can be manifested through disruptive behavior and rowdy. Dunham, (1981) pointed out that student characteristic and disciplinary problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher. Getachew (1999) also indicated that in the environment where students manifest disruptive behavior, teachers feel stressed unsafe and uncertain of how they should react. In this regard, the finding of Darge (2002) showed that students' character is frequently stated as source of dissatisfaction for teachers particularly in the capital city Addis Ababa. It is easy to understand that student discipline is a very hard subject to deal with, as it involves parents, administrators as well as teachers. Each person may have a different definition of how to correctly discipline a child. In any case it should be handled because it is one of the major sources of teachers' dissatisfaction and weak performance.

2.5.5. Administrative Problems

Tesfaye (1999) confirmed that secondary school administrators should continuously upgrade and prepare themselves in order to meet the changing demands of their jobs. They further noted that organized and systematic training in educational leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. In connection with administrative problems, (Darge, 2002) stated that defective regulations or the failure to adhere to regulations is still another area of discontent for teachers.

In this regard Manna and Tesfaye (2000) has indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers. They further found that 66.5 and 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively. The Ministry of Education (2006) stated that the school administrators (principals and vice principals) should be master degree holders.

2.6. Factors affecting the socio economic status of teachers

Various factors influence teacher socio economic status, covering a variety of contexts, from the global to the national to the school and the individual teacher. The (ILO and UNESCO, 2008) have set a number of international standards for a wide range of issues that relate to the

most important concerns of teachers and affect their status. These issues include: initial and continuing training, recruitment, advancement and promotion, security of tenure, disciplinary procedures, part-time service, professional freedom, supervision and assessment conditions for effective teaching and learning, and social security (UNESCO and ILO, 2008). After explaining concept, theories and benefits of job satisfaction turn focus to other essential point factors of job satisfaction. Considering the employee's motivation of the organization enable the environment will boast work motivated and reducing frustration among workers or balance of job satisfaction with performance.

According to NCES (1994) teachers' job satisfaction can be contributed by both intrinsic and extrinsic factors. Specifically, the salary the teacher receives, the roles performed by teachers, and growth opportunities. Others include the effect of supervision and extent of co-worker relations. Improving one aspect of job satisfaction, wage in this case, had a positive effect on other "facets of job satisfaction (Yang, 2008). The six facets of job satisfaction were colleague satisfaction, subordinate satisfaction, work-self-satisfaction, supervision satisfaction, development and promotion satisfaction, and pay and benefits satisfaction. The study showed that there has been a deterioration of quality in the education system as a result of the rapid rise in student enrolments, among others. Policy makers and other stakeholders also publicize the lack of quality in the education system (Bitew, 2008).

Extrinsic factors: are forces that affect a teacher's satisfaction that are beyond the teacher's control. A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others (Bobbitt, 1994).

Organizational Policy and Administration: It is believed that a supportive administration positively influence job satisfaction among employees (Wood, 2008). And also (Nzuve, 1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs.

Working Conditions: Work environment- The term refers to a physical place, where employees work (Leithwood, 2006). While the physical aspects can consist of buildings, equipment and workstations, the psycho-social aspects include employees' attitudes, work-related stress, and social interactions and behavior. Workplace environment may have either positive or negative influence on the satisfaction level of employees depending upon the nature of working environment.

2.7. Challenges of Socio Economic Status and Job Performance of Teacher's

One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Ethiopia is the little respect for and the reduced status of the teachers. In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago. However, teaching seems to have lost its status. Currently it is one of the professions given the lowest regard in Ethiopia (TESO, 2008). Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by virtue of their education (TESO, 2008). To sum up insufficient monthly payment, lack of job promotion, job rotation; job satisfaction which is related to the teachers' negative attitude towards their role; nature of work environment which indicates the presence of bad personal relationship with the colleagues and others with in the school are most challenges.

2.8. National Policy on Teacher's Development Program

Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education. The general education quality improvement package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007). In this package, teacher development program focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through pre-service and in-service teacher education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia.

Similarly teacher development program was launched to solve the complex situation of teacher training program. The major objectives of the teacher's program developments are to produce teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence,(2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities,(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession,(4) who care for the physical, social and emotional development of their students and support students by preparing and applying educational technology and enhance students learning practices (MoE, 2007).

The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation. In the education quality improvement program (EQIP), teacher development program is designed as one component to improve the quality of education because; teachers are one of the determinant factors in the improvement of students' achievement and quality of education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia (World Bank, 2008).

2.9. Conceptual Framework

The association between two variables that is work performance (dependent variable) and incentives, salary, the school working conditions (independent variables) is explained. Teacher's socio economic status can be affected by both economic and social factors. Where ever there is good salary, incentives, housing rents, motivation and rewarding are there is teacher's good performance. But if payment is low, absence of housing, no motivation and rewards the school performance will going to be low. While working environment conditions, societal image, and students disciplinary problems are one of the challenges. If the working condition in school is poor the performance will also be low. The social image of the society towards teacher's reduce teacher's recognition and considering teaching as low paying profession. If teacher's economy is low (salary is low) the work performance (academic achievement) is going to be low again. Student's disciplinary problem together affects the teacher's recognition which imposes a big crisis in education and social welfare. On other hand absence of incentives and challenges of housing rent causes teacher's economic and social crisis and poor work performance.

The socio economic Status of teachers and Job performance

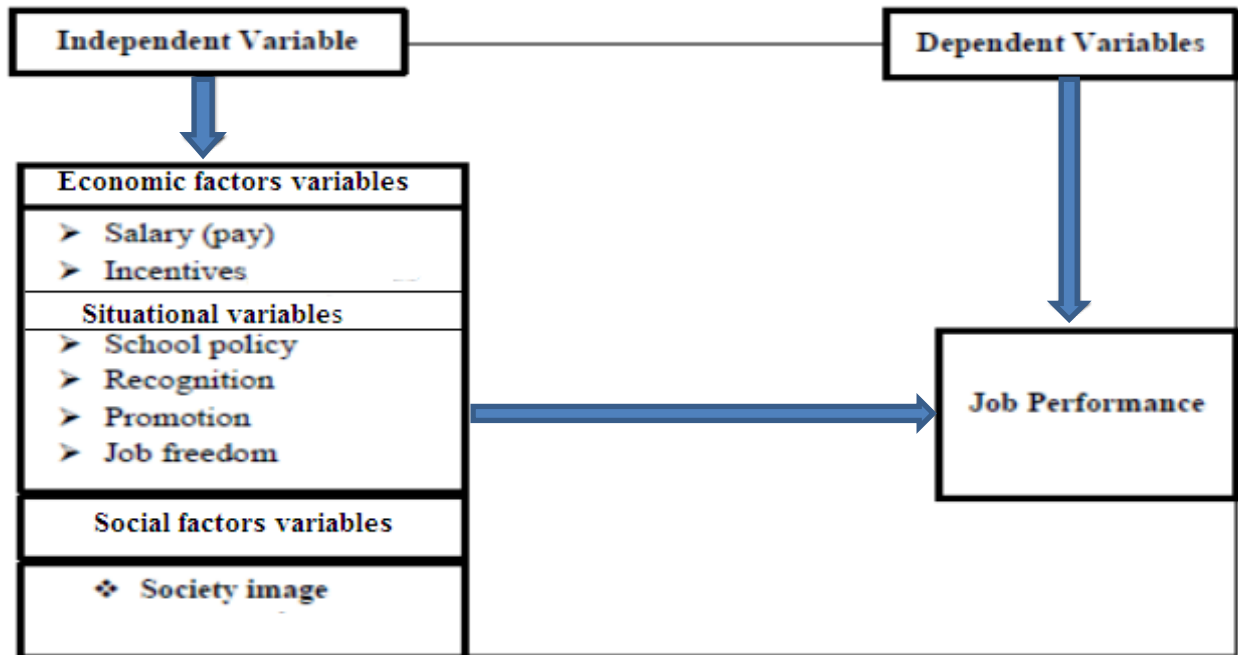


Fig. 2.1. Conceptual Frame Work on intention of teacher motivation and performance

(Source: own Computation, 2021)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The aim of this study was to assess the socio economic status of teachers and performance selected secondary schools of Ilu Aba Bor Zone. To conduct the study descriptive survey, (correlational and Regression) designs were applied. That means I had used regression to identify the impact of SES of teachers on job performance.

3.2. Research Methods

Two research methods / approaches/ were applied in my study that is both qualitative (are explained in theories rather than numbers, eg. interviews were explained theoretically). While quantitative research approaches were employed using questionnaires which are explained with values in number forms.

3.3. Sources of Data

The source data in this study were both primary and secondary sources. With respect to primary data collection, the researcher collects information using close ended questionnaires from teachers. Semi-structured type of interview was conducted with from secondary school

principals and supervisors. Because, these are responsible bodies who are currently leading the teaching learning operations can reflect teacher's socio economic status and job performance conditions from their practical experiences rather than other bodies. The secondary sources included relevant policy documents and statistical records.

3.4. Population, Sample and Sampling Techniques

There are 14 Weredas and 41 secondary schools in Ilubabor Zone. The total teachers of selected secondary school were 510. Out of this 102 teachers were taken as sample and randomly taken in a form of lottery methods with equal chance to be selected. Among 14 Wereda's and 41 secondary schools, codes were given for all 14 wereda's and 5 Wereda's were selected with simple random sampling technique. Then 12 secondary schools were taken purposively. These selected Wereda's and secondary schools were Bure Wereda (Bure, Bondawo and Sibbo secondary schools), Halu Woreda (Uka secondary school), Ale Wereda (Gore and Honga secondary schools), Didu Wereda (Lalo, Kelli and Gordomo secondary schools) and Mettu Wereda (Abdi Boru, Yadano Hachalu, and Mettu Secondary schools) respectively. Of these selected schools again 12 school principals and 5 secondary school supervisors were participated.

Table 3.1: List of sample secondary schools population and Sample size

No	Wereda	Secondary schools	Total Population			Sample size		
			Teachers	Principal	Supervisors	Teachers	Principal	Supervisor
1.	Bure	Bure Nikolas Boom	36	1	1	7	1	1
		Sibbo	34	1		7	1	
		Yadano Hachalu	30	1		6	1	
2.	Halu	Uka	43	1	1	9	1	1
3.	Ale	Gore	92	1	1	18	1	1
		Honga	23	1		5	1	
4.	Didu	Lalo	35	1	1	7	1	1
		Gordomo	30	1		6	1	
		Kelli	15	1		3	1	
5	Mettu	Abdi Boru	77	1	1	15	1	1
		Yadano Hachalu	50	1		10	1	
		Mettu Sec.School	45	1		9	1	
Total			510	12	5	102	12	5

Sampling Techniques		Simple Random Sampling	Purposive Sampling
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Source: Each Woreda Education Office: 2013 E.C

To determine sample size of population for teacher respondents, a representative sample size with known confidence and risk levels will be selected, based on the work of (Kothari, 1990). Because using Kothari formula lowers the sample size which helps to save the researcher's time.

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

Where n = Sample size

Z = is vales of standard variant at 95 % confidence interval (Z= 1.96)

N = is the total number of teachers (**510**)

P = is proportion of sampled population (0.03)

e = 0.03 (since the estimate should be $\leq 5\%$ of the True vales)

$$q = 1 - p$$

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

$$n = \frac{1.96^2 \times 0.03(1-0.03) \times 510}{(0.03)^2 (500-1) + 1.96^2 \times 0.03(1-0.03)}$$

$$= \frac{56.9}{0.56}$$

$$= \underline{\underline{102}}$$

3.5. Data Collection Instruments

3.5.1. Questionnaire

Questionnaires were administered as a major device to gather primary data using series of question that seek: personal information about the respondents themselves and their opinions, ideas and perceptions about the problems at hand. A questionnaire that consists of three sections, prepared by the researcher, was used to collect data from the teaching staffs on the job. The first part of the questionnaire deals with the demographic characteristics of the participants. . It was employed as it could incorporate diverse item of question (close ended and open ended). Thus, based on research questions and review of related literatures, set of

questionnaires were prepared in English Language owing to the participants academic status is secondary school teachers where English language is medium of instruction. On the other hand, the remaining part enquires about the main issues that address the research questions. Both closed-ended and open-ended questions were prepared and administered to respondents. All closed ended sections were prepared making use of a Likert scale which consisted of rates like strongly agree, agree, somewhat agree, disagree, and strongly disagree.

3.5.2. Interview

An interview instrument was prepared to collect data from heads of schools and supervisors. This method has been chosen with the intent of collect as much information as possible from these data sources by probing in the middle of the interview. Though the interview items prepared for each of these respondents were different in quantity and specific focus, the contents of the interview items were derived from the thematic essence of the three research questions framed for study from the very beginning. In doing so, the specific responsibility and locus of control of each one of these categories were taken into account to maintain relevance and to complement one another.

3.6. Methods of Data Analysis

The data collected were analyzed both quantitatively and qualitatively. The analysis of the data was based on the response that collected through questionnaires, interviews, and document analysis. The data collected from different sources were summarized, categorized and coded to suite for analysis. The obtained quantitative data were analyzed by using percentage, mean and frequency distribution. The output of the data would present appropriately depending on the respondents' response. This was made possible owing to descriptive statistics that was appropriately used for the understanding the relationship between dependent and independent variables in the. On the other hand the data that would be obtained from interviews and document analysis were analyzed qualitatively. Finally, presentation, analysis, and interpretation of data and conclusions and recommendations drawn using analyzing and data out comes.

3.7. Procedure of Data Collection

Having letters of authorization from Jimma University and Ilu Aba Bor Zone education office, the researcher directly lead to each sampled school according to the schedule outlined. Then, the researcher in every step will follow all important ethical procedures until all required data collected and completed from intended sampled schools. In conducting this study, the researcher followed a series of data collection procedures to gather data. Accordingly, the expected relevant data's was gathered by using questionnaires, interview

guides and document analysis checklist to make the process efficient and effective in achieving the intended objectives of the study.

3.8. Ethical consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher clearly informed to the respondents about the purpose of the study i.e., purely for academic. The researcher was sure that the purpose of the questionnaire and interview guide to the respondents, confirmed that subject's confidentiality was protected. In addition, the study was based on their consents. The researcher was also not personalizing any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were duly acknowledged.

3.9. Validity and Reliability Test

With this regard Cohen, Manion and Morrison (2007) indicated that "validity concerns the extent to which the test what it is supposed to test." Accordingly, in this study the content validity of the questionnaire was examined. Hence, the researcher first ensured that the questionnaire was based on related literature and items reflect representative themes. Then, the questionnaires were given to the research advisor and two other experienced teachers for their comments. Based on their comments and suggestions some words in some items were revised in the way they measure the intended theme, misplaced items were put under their proper theme, no comment was given on the format and some grammatical errors were deleted because of repetition while others were added to better.

The pilot study was conducted on 30 teachers, of Burusa Secondary school. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al., 2007). Reliability on the other hand concerns the degree of confidence that can be placed in the results and the data, which is often a matter of statistical calculation and subsequent test redesigning.

In checking the reliability of the questionnaires of this research various factors were given consideration. These were the time given to complete the stated items, the conditions in which respondents provide answer and the way the researcher administered the questionnaires. Most importantly, the reliability of different items of the questionnaires was checked by the help of Cronbach's alpha (Coefficient alpha) calculated through SPSS version 25.

The overall result of the reliability test of the instruments was presented in the following table.

Table 3.2: Reliability Tests of the Questionnaires

	Reliability	Consistency	
1.	> 0.90	Excellent	
2.	0.80-0.89	Good	
3.	0.70 - 0.79	Acceptable	
4.	0.60- 0.69	Questionable	
5.	0.50 – 0.59	Poor	
6.	< 0.50	Unacceptable	
No	Major categories of the socio economic status of teacher's and job performance	Number of items	Cronbach's Alpha
1	Teacher's perceptions on teaching profession	9	0.863
2	Response related to salary and other benefits	8	0.759
3	Teacher's response on social status of teaching profession	10	0.971
4	Challenges of socio economic status and job performance of teachers	13	0.876
<i>Mean reliability coefficient</i>			0.87*

* Indicate that the *mean reliability coefficient is significant (reliable, good)*

According to Bryman and Cramer (1990: 71), suggestion if the average values of the Cronach's alpha Coefficient is >0.80 then the internal consistency of the instruments is good/ reliable. Thus, from the result of the above table, it was possible to see that the instrument used for this study were good/ reliable with an average Cronbach's alpha of **0.87**.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents analysis, presentation and discussion of the findings of the study. The purpose of this study was to evaluate how job performance was influenced by teachers' socio economic status in secondary schools of Ilu Aba Bor Zone. The findings of the study have been presented and discussed thematically in line with the research objectives. The first section presents the demographic information of the respondents as collected from the questionnaires and an interview schedule that were used in collecting information from the respondents. The second gives findings on socio economic status of teacher's and teacher's performance in Ilu Aba Bor Zone.

4.1. Characteristics of the Respondents

This section deals with the personal characteristics of the respondents. Its objective was to provide readers with a picture of the demographic composition of respondents; views across each characteristics. The demographic profile provides information about the population structure, and helps create a mental picture of the subgroups that exist in the overall population. Researchers obtain demographic information from the study subjects to understand sample characteristics and to determine if samples are representative of the populations of interest. Although demographic variables cannot be manipulated, researchers can explain relationships between them and dependent variables. In this study, the researcher investigated the respondent's characteristics by establishing their gender, age, and academic qualification. Thus the data collected on the Characteristics of the respondents were presented in the table 4.1 below.

Table 4.1 The General back ground of the respondents

Variables	Description	Frequency	Percentages
		N	%
Sex	Male	76	74.5
	Female	26	25.5
	Total	102	100.0
Age	21-30	25	24.5
	31-40	40	39.2
	41-50	25	24.5
	>50	12	11.8
	Total	102	100.0
Educational status	BA Degree	85	83.3
	MA Degree and above	17	16.7
	Total	102	100.0
Experience	< 5 years	10	9.8
	5-10	17	16.7
	11-15	30	29.4
	16-20	33	32.4
	Above 20 years	12	11.8
	Total	102	100.0

Table 4.1 indicates that respondents were asked their age, sex, marital status, occupation and educational background. About 74.5 % of these respondents were males and the rest (25.5%) were females. The analysis of the study indicated that there were large numbers of males than females in selected secondary schools. This study is similar with

study conducted by Dorsy (1989), which concluded that the reason for poor female gender representation in the teaching profession is simply because women have generally lower qualification than men when it comes to the recruitment of teachers and gender disparity in favor of men in the teaching profession can be attributed to the fact that women's overall lower level of education, limited skills, and access to productive, resources, heavy domestic workload, cultural attitudes and segregation of the labor market are some of the factors associated with their limited participation in the education sector. Smith (2004) observed that the smaller number of female teachers was a global issue and that the proportion of men within teaching ranks was increasing significantly. It has also been speculated in some quarters that teacher's gender affected the performance of the school.

The highest age proportions of the respondents were between 31 and 40 years, which was 39.2 and 21-30 and 41-50 with percentage share of 24.5 %. This indicates that most of the teachers in selected secondary school were young and the older in age were small in numbers. The educational status of the respondents listed in the above table shows that 83.3 % were BA Degree holders, while 16.7% were MA Degree holders. This finding was similar with the findings conducted by Hammond (1998) defines a well-qualified teacher as one who is fully certified and held the equivalent of a major in the field being taught. Although the formal qualification of teachers in Ethiopia is an important indicator for their knowledge and competence in teaching, it has only limited utility in analyzing how well prepared teachers are for what they have to teach in schools.

Notably, 32.4 % of respondents in this study had taught for a period of 16-20 years. Teachers' experience may influence their satisfaction in one way or another. These findings therefore, reflect that teachers' were reasonably experienced and therefore capable of handling curriculum and guiding students towards good performance but also may reflect the effect of teacher efficiency on academic achievement and pupil's performance is to some extent influenced by teachers experience with the subject matter.

According to their findings teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to learners who differ in their abilities, prior knowledge and backgrounds (String field & Teddlie, 1991).

4.2. Teacher's perceptions to teaching profession

Teacher experience is important for teacher's performance in secondary school. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their work, as long experience the teachers accommodate knowledge, skills and aptitudes on teaching learning process through your life. Teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991). The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation.

(Anderson, 1991) confirmed that attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have an acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve. Effective teachers provide effective demonstration, give clear redundant explanation of complex material and present specific a clear examples and similarity while directing student's attention to key ideas and relevant attributes. Teacher development programs are used to describe the wider aspects of teacher's growth and continuous improvements and progressive changes throughout their life.

The government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to teacher development program. In strengthening this effort, MoE (2003) has launched teacher education system overhaul (TESO) program. The main objective of this program was to strengthen teachers' professional competences and improve students' performance through continuing professional development (CPD). MoE (2002) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers.

Table 4.2: Teacher's perceptions to teaching profession

No	Items	Ratings
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		SA		A		DA	
		f	%	f	%	f	%
1.	I have interested in the teaching profession as a career	18	17.6	45	44.1	15	14.7
2.	I have joined the teaching profession because they didn't get other alternative occupation.	32	31.4	55	53.9	11	10.8
3.	It is a kind of job that I could easily get.	32	31.4	28	27.5	22	21.6
4.	I joined the profession to use teaching as stepping stone.	31	30.4	36	35.3	29	28.4
5.	I joined teaching profession to ease my economic problems.	26	25.5	33	32.4	19	18.6
6.	I didn't get good result in national examination to join other areas of study	39	38.2	23	22.5	28	27.5
7.	I liked the respectfulness of the teaching profession at that time	25	24.5	38	37.3	23	22.5
8.	Teaching has comparatively been less advantageous than any other occupation by the time I was employed	28	27.5	39	38.2	16	15.7
9.	I assigned in the teaching stream based on my university or college result	21	20.6	38	37.3	26	25.5
		Grand Mean					

Table 4.2 respondents were asked whether they were interested or not in teaching profession as a career.” For this statement, 61.7 % of teacher agreed that they have interested in teaching profession as a career.

The study conducted by (Akiri & Ugborugbo, 2009) confirms that teacher’s negative attitudes to work and poor teaching habits is one of the causes of the low performance of students one important aspect of teachers’ attitude towards teaching profession is their satisfaction with the profession. In this connection, informed about the link of teachers’ satisfaction with many factors, out of which one are monetary benefits which eventually had a positive effect on school job performance.

Similarly respondents were asked whether they have joined the teaching profession because they didn’t get other alternative occupation or not.” With this regards, 85.3 % of teacher’s respondents said they have joined the teaching profession because they couldn’t get other alternative.

The findings of this study also proved the study conducted by Chaplain and Roland (2008), who observed that, in schools different types of teachers are performing their duties under either in stress or not. First type of teachers joins this profession unwillingly, but with the experience they enjoy this profession and work with commitment. Second type of teachers, join this profession with their own choice, but during service, due to poor policies of government and low level of respect, they do not satisfy with the profession but remain in the profession because they haven't any other job opportunities. Third type of the teachers, join this profession conditionally and as soon as possible when they get the opportunity in other high status job, they leave this profession. Out of these three types, the teachers belong to second type are harmful for the whole educational system because they perform their duties halfheartedly and also not ready to quit the job.

On table 4.2 respondents were asked whether teaching is a kind of job they could easily get or not". To this regards, 58.9 % of teacher respondents agreed that teaching is a kind of job they could easily get. Teachers were asked whether they have joined profession to use teaching stepping stone or not." The responses indicated that, 65.7 % of teacher respondent's agreed that they had joined profession to use teaching as stepping stone. This implies that respondents joined the profession to use teaching as a stepping stone.

Table 4.2 also shows that respondents were asked that whether they have joined teaching profession to ease my economic problem or not. So 57.9 % of respondents were reported that they had joined teaching profession to ease their economic problems.

Similarly, (Hargreaves, 2009) mentioned that income or salary is the second component of SES, which is the most important concern of each and every individual whether, belongs to any field of life, such as teacher conducive environment in term of salary, scope for career pursuits, incentives, multi-dimensional rewards, recognition and acknowledgement and self-esteem are necessary for teachers

On the above table 4.2 respondents were asked whether they hadn't get good result in national examination to join other areas of studies or not". For this statement 60.7 % of respondents shown agreement. This implies that respondents could not get good result in national examination to join other areas of studies. Teachers were asked that whether they liked or not about the respectfulness of teaching profession at the time". Concerning to this, 61.8 % of teacher's like teaching at that time..

On other hand, (Hargreaves, 2009) also proved that teachers are entrusted with the task of ensuring children's intellectual growth and preparing each new generation to meet the challenge of the future. One might expect that such important work would enjoy high status and considerable respect and reward within any society, but as we shall see this is not always the case. While teachers in some countries enjoy high salaries and comfortable working conditions, elsewhere they may have to do two jobs in order to survive, or they may not have been paid for months.

The tables also indicate that respondents were asked whether teaching is comparatively been less advantageous than any other occupation the time they were employed or not”. With this regards, 65.7 % of respondents reported agreement that teaching was comparatively been less advantageous than any other occupation the time they were employed

The ninth item: “Respondents were asked that they were assigned in teaching stream based on their university or college result or not”. To this end, 57.9 % respondents indicated agreement.

4.3. Items related to salary and other benefits

According to the study conducted by Ayalew (1991), (cited in Darge, 2002), identified that low and inequitable salary and inequitable chance of career advancement as critical matters in teachers’ job dissatisfaction. In addition to salary, fringe benefits like housing, free health care service and opportunities for further training or education plays major role in teachers’ retention as it creates belongingness and commitment in the minds of teachers (Darge, 2002). On the contrary, there is evidence that teachers’ satisfaction was poorly related to salary and other benefits (Nces, 1997, cited in Motuma, 2006). Money does not augment the intrinsic nature of work. Indeed, in the most extreme cases it will not affect the employee’s motivation at all (as with voluntary work, where the driving forces it related with commitment or Vocation).

In addition Armstrong (1995) argues that dissatisfaction with career prospects is a major cause of weak performance. To certain extent, this has to be accepted. More and more people recognize that to develop their careers they need to move on and there is little that employers can do about it. Moreover, promotion criteria are also still based on qualification and years of service alone. In Ethiopia also teaching was career less job with only in the last few decades (Aklilu, 1967). Motuma (2006) identified that inadequate salary and lack of motivation including low base salaries, limited non -financial benefits, inconsistent implementation of career structure, lack of faire payment for work done to extra time and lack of compensation

such as; bonus, fringe benefits, incentives and rewards were the major causes of teacher's dissatisfaction in government secondary schools of Oromia regional state.

Table 4.3: Teacher's response related to salary and other benefits

No	Items	Ratings							
		SA		A		DA		SI	
		f	%	f	%	f	%	f	%
1.	I am dissatisfied with present salary	28	27.5	38	37.3	26	25.5	10	9.7
2.	The income is not sufficient to support myself and my family.	32	31.4	36	35.3	25	24.5	9	8.8
3.	Lack of incentives and fringe benefits like house allowance and health care has led me to a feeling of dissatisfaction.	28	27.5	44	43.1	19	18.6	11	10.8
4.	Better pay is offered to non-teaching occupations which require the same qualification and service year.	19	18.6	46	45.1	19	18.6	18	17.7
5.	I feel my present job cannot help me to achieve the economic goal I have set for my self.	25	24.5	37	36.3	24	23.5	16	15.7
6.	I feel lack of bonus given to me that affect my job performance.	31	30.4	32	31.4	22	21.6	17	16.7
7.	I feel that I am not paid a fair salary for the work done	28	27.5	15	14.7	17	16.7	42	41.2
8.	I think lack of rewards for high performing teachers causes teaching staff weak in performance.	39	38.2	33	32.4	17	16.7	13	12.7
Grand Mean									

Table 4.3 showed that respondents report on satisfaction with present salary and benefits. Respondents were asked that whether they feel dissatisfied their present salary or not". For this, 64.8 % of teacher's feel dissatisfied with their present salary.

To strengthen this concept further, Halawah (2008) asserted that salaries or income (one of the component of SES) along with the other factors such as promotion, teacher-society relationship and parents influence the teachers' attitude towards teaching profession. Low intensity of financial adjustment and teachers' own negative attitude and behavior are the most profound variables contribute in the low prestige, status and teaching profession attitude of the teachers in the community.

Similarly respondents were asked that whether their income is sufficient to support their self and their family or not". About 66.7% of respondents reported that their income is not sufficient to support their self and their family.

The findings of this study also indicated that in low economic status are not only able to provide their family's basic needs but also are not able to provide time and facilities at home to develop their knowledge and skills needed to deal with today's challenges (Kummerer, 1990). Teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance (Sahertian, 2000).

Table 4.3 also shows that, respondents were asked that whether lack of incentives and fringe benefits like house allowance and health care has led them to a feeling of dissatisfaction or not". With this regards, 70.6 % of teachers replied lack of incentives and fringe benefits like house allowance and health care has led them to a feeling of dissatisfaction.

Study conducted by (Ayalew, 2009) also realized that teachers working in the remote regions face a number of difficulties. Among other things, they will have to learn to live without transportation facilities, electric light, clean water, medical care and even decent housing. In order to make the remote regions more attractive to the graduate teachers, special provisions should be made for teachers deployed in these areas. These might include provision of hardship allowances, free medical care for those working in areas hazardous to health, especially in remote lowland areas life insurance in insecure places, such as in conflict areas houses which teachers can rent with minimal cost. It is clear that substantial financial resources will be required to realize these suggestions. It is also understandable that in Ethiopia such investments pose difficult tradeoffs in the current financial and economic climate. The scarcity of resources in the face of large needs will not grant the education sector all that it needs. Yet, the nation has to make a choice and commit itself in terms of allocation of resources if the goals set are to be met.

On table 4.3 respondents were asked whether better pay is offered to non-teaching occupations which require the same qualification and service year or not. Concerning, 63.7 % replied better pay is offered to non-teaching occupation which requires the same qualification and service year.

Similarly Nicholas, 2006 confirmed that low pay, mixed with increasing costs of living and the fear of losing their jobs, has been a significant factor in the overall decrease in teacher morale. The low pay has also affected people that are considering becoming teachers in the future, by convincing them to train for higher-paying professions.

In addition teachers were asked whether they feel their present job cannot help them to achieve the economic goals of they have set for themselves or not". Concerning to this, 60.8 % of the teacher respondents' shows agreement that they feel their present job cannot help them to achieve the economic goals they have set for themselves. From the above information it is possible to conclude that respondents feel that their present job cannot help them to achieve the economic goals that they have set for themselves.

Teachers were asked whether they feel lack of bonus them to contribute to teachers' weak performance or not". About 61.8 % of respondents feel their present job cannot help those to achieve the economic goals of they have set for themselves.

Again respondents were asked that they feel that they were not paid a fair salary for the work done or not". So about 57.8 % of respondents reported that they showed disagreement that they were not paid a fair salary for the work done. The study conducted by (Ayalew, 2009) also confirmed that the salary of teachers in Ethiopia in general does not fair either with the requirements of the job or with that of their colleagues in other organizations. Besides, the basic salary is the same irrespective of the place a teacher is assigned. Moreover this study has shown that the teachers who have opted to forgo their assigned regions and got employed in private educational institutions in Addis Ababa earn higher salaries on top of their additional income from extension classes and part time teaching. Reconsidering the national salary scale of teachers and substituting it with a given minimal range would give the less desired regions some degree of latitude to use salary as a positive balance to attract teachers.

On the eighth item "Respondents were asked that whether they think lack of rewards for high performing teachers causes teaching staff weak in performance or not . For this statement 70.6 % of respondents replied they agree.

4.4. Social status of teaching profession

Teacher's low socio economic status in the society has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers, and low teacher morale and the poor quality of the teachers' working environment. While many factors have been identified as contributing to the poor

performance of education in Ethiopia, the problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Evans, 2000). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education higher attrition rates negatively affect the quality of education (Chang, et al., 2010).

Table 4.4. Teachers response on Social status of teaching profession

No	Items	Ratings				
		SA		A		DA
		f	%	f	%	f
1.	The societal image for teaching profession made me loss confidence in teaching	33	32.4	39	38.2	28
2.	I think lack of work freedom in my school forced me to leave teaching profession	35	34.3	37	36.3	23
3.	Performance evaluation on the bases of political attitudes affects my confidence in teaching.	22	21.6	35	34.3	21
4.	People consider teaching as low paying profession compared to other professions	32	31.4	37	36.3	22
5.	Few teacher's have poor relationships with students and societies that lead to poor recognition of teaching profession	19	18.6	29	28.4	19
6.	Always teacher's live low standards in the societies with poor housing, poor income than other professions	41	40.2	25	24.5	26
7.	The society undermine teaching profession	38	37.3	40	39.2	20
8.	People always refuse their families joining teaching profession in higher institutions	31	30.4	45	44.1	21
Grand Mean						

Table 4.4 above shows the social status of teaching profession. Respondents were asked whether the societal image for teaching profession made them loss confidence in teaching or not.” For this statement 70.6 % of respondents that the societal image for teaching profession made them loose confidence in teaching. In the eyes of the society the profession is underrated. One to two

respondents replied while data collection what the societies think mentioning the following to highlight the low emphasis given by the society “around 40 years ago as teachers were respected by the society and the government. People were proud to give their daughters to teachers as a wife. They sung by claiming that she is lucky to marry a teacher. But now this thing is reverted negatively claiming that a teacher is the lowest option to be married by Ethiopian ladies. This indicates that how much teaching was placed at lower levels by the societies.

On table 4.4 above respondents were asked that whether they think lack of work freedom is given to teachers in the school forced them to leave the school or not. To this regards 70.5 % of teacher’s respondents said that more freedom are given to students than teachers in school. This implies that respondents through more freedom are given to students than teachers in school.

Similarly respondents were asked that whether they think performance evaluation on the bases of political attitudes affects their job performance in secondary schools or not”. For this, 55.9 % reported that respondents thought that performance on the bases of political attitude affects their job performance in secondary schools.

On table 4.4 again respondents were asked whether people consider teaching as low paying profession compared to other professions or not“. About 67.7 % of respondents said people consider teaching as low paying profession compared to other professions. Teachers were asked that whether few teachers have poor relationships with students and societies that lead to poor recognition of teaching profession or not”. Most respondents (53 %) of few teachers have poor relationships with students and societies that lead to poor recognition of teaching profession.

On the causes of lack of teachers’ respect, Hoyle (2001) discussed three most vital factors. First factor is the poor relationship between teachers and students which leads towards facing problems in controlling them. Third factor is the lack of professional knowledge and expertise in teaching. Second the need of huge teaching force restricted to low salaries and low qualification of teachers. On the sixth item “respondents were asked that whether always teacher’s live low standards in the societies with poor housing, poor income than other professions or not”. Most of the teachers (64.7%) of the total show agreement.

Similarly the study conducted by Nwangwu (1997, shows that all over the world, there is unanimous consensus that respect is one of the major indicators to keep the teaching

profession in high profile and to keep teachers in this profession. No doubt, salary or income level determines the occupational prestige of teaching profession but respect of the teacher does matter as well. In different period, the respectability of teaching profession was assessed and noted that teachers are leaving out the profession and joining other respectable profession due to low level of respectability of teaching profession.

On table 4.4 teachers were asked that whether the societies undermine teaching profession or not". About 76.5 % of respondents reported as the societies undermine teaching profession. In addition respondents were asked whether people always refuse their families joining teaching profession in higher institutions or not". From the total respondents about 74.5 % of respondents indicated that most respondents refuse their children to join teaching in higher institution.

In addition the interview result shows that 4 (80 %) of supervisors' said that most teachers have no commitment for their job and they have no heart felt interest for teaching. 7 (58%) of directors also replied that teacher's always seems hopeless and carelessly entering and teaching in classroom. If school management takes discipline punishment, even they completely stop teaching and simply enter the classroom and reluctantly lecture and order students to read at their home, do assignment, things are finished. So how you can forcefully order teacher??? It is impossible the solution is just carefully handling teachers because it is mind work. All the interviewees raised the salary problem, recognition, overload, brain drain, most teachers don't like teaching but they stay because they have no other option. They replied most teachers in their zone are learning other fields of studies like Economics, Accounting, Business, governances. ICT, IT, MIS, etc. with weekend program, summer and regular program. This indicates that how much teachers hate teaching profession. They interviewees reported mostly similar ideas and claiming that teaching in crisis and seek an immediate solution from government and societies.

But 1 of the supervisors said that salary is not the problem of teachers job performance because if government increase salary that was not solution for teaching profession. The solution according to their response is just taking measurement on careless teachers by simple to hard punishment.

Again two of directors raised similar idea as salary increment was not solution; the problem was challenges of the school administrative bodies that did not control teacher's activities in the school compound while teachers are burning school time table and leaving class before

bell ring and illegal relationships with students like: chewing chat, alcohol drinking and sexual intercourse with students.

4.5. Challenges of socio economic status of teachers

Teacher’s socio economic status is a complex, multifaceted concept that is developed in multiple contexts and is impacted by a number of factors. Hargreaves and Flutter (2013) argue that this concept ‘may be determined by certain factual variables such as levels of education and pay, but is experienced as a psycho-social phenomenon that can be perceived only by its reflections from various surfaces or interfaces’. When referring to the status of teachers and the teaching profession, we basically distinguish the social status that applies to the individuals teachers and the occupational status that applies to their occupation - teaching. Although the latter could be more objectively measured, the former plays a more significant role for teachers’ health and happiness.

According to Hargreaves and Flutter (2013), other factors influencing the status of teachers are linked to political and policy changes. In many countries, there has been a growing emphasis on accountability policies, often at the expense of teachers’ autonomy, and teachers increasingly feel under pressure.

Table 4.5 Teacher’s perception on Challenges of socio economic status of teachers

No	Items	Ratings				
		SA		A		D
		f	%	f	%	f
1	Failure to facilitating teachers promotion by improving salary and other benefits	26	25.5	31	30.4	22
2	Failure to assign qualified and experienced teachers and increase support	23	22.5	47	46.1	15
3	Absence of increasing status of teaching profession through giving recognition to teachers	23	22.5	25	24.5	29
4	Absence of teachers work freedom in teaching learning process	42	41.2	40	39.2	13
5	Giving due attention for teachers interest than daily routine activities	20	19.6	30	29.4	32
6	I feel teachers don’t have freedom to make their own decision regarding teaching and learning process	29	28.4	36	35.3	27
7	Always the school management wrongly criticize of teachers work and they are sometimes fault finder	25	24.5	50	49.0	9

8	Absence of incentives, and promotion made by government to increase recognition to teaching profession	27	26.5	45	44.1	22
9	Some teachers have bad behaviors like smoking, chewing chat, drink alcohols, and misbehaving and fault finder on students in different ways	33	32.4	37	36.3	26
10	Teachers lack of confidence in subject matter and professional ethics	22	21.6	30	29.4	28
11	School principals do not treat all teachers equally as per school rule and regulation.	25	24.5	29	28.4	24
12	The government avoided teacher's horizontal growth	29	28.4	38	37.3	14
Grand Mean						

Table 4.5 above indicated show that teacher's perception on challenges of socio economic status of teachers. Respondents were asked whether lack of facilitating teacher's promotion by improving salary and other benefits or not. To this regards, 55.9 % of teachers said that there is lack of facilitating teacher's promotion by improving salary and other benefits.

As far as in-service teachers are concerned, some of them left over the profession later on due to some reasons. For example, Willingham (2009) pointed out that most are of the view that one of the major reasons of left over teaching is the low salary but someone disagrees with this and considers salary as less related.

On table 4.5 respondents were asked whether lack of assigning qualified and experienced teachers and increase support or not. For this statement, 68.6 % of teachers reported that there is lack of assigning qualified and experienced teachers and support.

Ayalew, (2009) also indicated that transferring teachers from region to region has its own problems. On one hand it will leave the remote regions with fresh and inexperienced teachers. On the other hand urban regions would be staffed with experienced teachers and relatively higher salaries which could entail budgetary constraints. A solution that could strike a balance between these two problems should thus be looked for. The best approach seems to develop a scheme where a given percentage of the teachers to be deployed in the urban regions (i.e. A.A, Dire Dawa, and Harari) should come through transfer from the remote regions with subsidies from federal government to cover for the salaries.

Similarly respondents were asked whether absence of increasing status of teaching profession through giving recognition to teachers or not". To this statement 53 % of respondents indicated that there is absence of increasing status of teaching profession through giving recognition to teachers.

According to Ayalew, (2009), most of the reasons that compel teachers to leave the profession also apply for the movement of teachers from school to school. The major factors in this regard however pertain to school environment related factors (extrinsic factors) such as community apathy, problems of social integration, administrative inadequacies and poor working conditions. The community in which the school is found plays an important role in sustaining a teacher's stay in a given school. Among these are the social status of teaching in the community; the level of receptivity; the teachers' ability to relate to the local culture; the availability of social amenities such as safe and affordable housing; health and educational facilities for self and family and entertainment opportunities.

On table 4.5 respondents were asked whether there was absence of teacher's freedom in teaching learning process or not. Regards to this 80.4 % of the teacher respondents reported that there is absence of teachers work freedom in teaching learning process. Respondents were asked whether lack of giving due attention for teachers interest than daily routine activities or not. For this statement, 51 % of teachers of respondents show disagreement.

On other hand respondents were asked whether they feel teachers don't have freedom to make their own decision regarding teachers and learning process or not. To this regards, 63.7 % of respondents feel teachers do have freedom to make own decision regarding teachers and learning process and teachers were asked whether they think school management and supervisor in the course of supervision always give criticism of teachers work and they are sometimes faultfinder or not. For this statement, 73.5 % of teacher's respondents reported that the school management and supervisors in the course of supervisor always give criticism of teacher's work they are sometimes faultfinders.

On table 4.5 respondents were asked whether they think lack of recognition from concerned bodies affect interest in teaching or not. About this, 70.6 % of teacher respondents replied that respondents thought that lack of recognition from concerned bodies affect interest in teaching and respondents were asked whether some teachers have bad behaviors like smoking, chewing chat, drink alcohols, and misbehaving and fault finder on students in different ways or not". Most teachers 68.7 % of respondents indicate "respondents were asked whether teachers lack of confidence in subject matter and professional ethics or no". Most teachers, 51% respondents show agreement that some teachers have bad behaviors like smoking, chewing chat, drink alcohols, and misbehaving and fault finder on students in different ways.

Table 4.5 also shows that respondents were asked whether they feel school principals do not

N	Items	Ratings
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treat all teachers equally as per school rule and regulation or not. To this regards, 52.9 % of teachers were reported that school do not treat all teachers equally as per school rule and regulation. And respondents were asked that whether the government avoided teacher’s horizontal growth or not”. About 65.7 % of teachers show agreement. This implies there was no teacher’s horizontal carrier development.

Interview was conducted with supervisors and school directors shows that 4 supervisors said that the recognition of teaching profession and the lowest salary for teachers are the major factors that affect socio economic status of teachers' and work performance in secondary schools of Ilu Aba Bora Zone. About 10 (83%) of directors on other hand said that unqualified teacher’s join the profession which leads to poor performance and academic achievement.

4.6. Job performance of teacher

Armstrong (1995) argues that dissatisfaction with career prospects is a major cause of weak performance. To certain extent, this has to be accepted. More and more people recognize that to develop their careers they need to move on and there is little that employers can do about it. Moreover, promotion criteria are also still based on qualification and years of service alone. In Ethiopia also teaching was career less job with only in the last few decades (Aklilu, 1967). Motuma (2006) identified that inadequate salary and lack of motivation including low base salaries, limited non -financial benefits, inconsistent implementation of career structure, lack of faire payment for work done to extra time and lack of compensation such as; bonus, fringe benefits, incentives and rewards were the major causes of teacher’s dissatisfaction in government secondary schools of Oromia regional state.

Tomlinson (2000) argues that performance-based pay is about motivating people, and developing performance oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards these, rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, and Odden 2000).

Table 4.6. Teachers response on job performance

		SA		A		DA
		f	%	f	%	f
1.	I have good job performance and always interested in my job	17	16.7	30	29.4	32
2.	The school annually gives rewards for teachers with good job performance	26	25.5	22	21.6	33
3.	My job performance depends up on the motivation given for me from school and education offices	18	17.6	35	34.3	35
4.	Even if my salary is low I am always happy and perform school activities in a good ways	27	26.5	31	30.4	26
5.	I have no interest in performing any activities because there is no any incentives that motivate me	21	20.6	18	17.6	34
6.	I prepare school lesson plan and teaches students with great interest	12	11.8	26	25.5	39
7.	I think school principals evaluate job performance of teachers on the basis of political attitudes that affect my performance	34	33.3	15	14.7	33
8.	Misbehaving of some students is one of the major challenges for teachers' job performance in my school	18	17.6	41	40.2	29
9.	I have interest in conducting researches in classes and school	37	36.3	8	7.8	37
10.	I always lead different clubs, committee's in a proper manner	13	12.7	35	34.3	27
Grand Mean						

Table 4.6 above shows that teachers job performance. Then respondents were asked whether they have good job performance and interesting in teaching or not". With regards to this about 53.9 % of respondents have no good job performance and not interesting in teaching Respondents were asked whether the school annually gives rewards for teachers with good job performance or not". Out of the total 52.9 % of respondents indicates that the school do not annually gives rewards for teachers with good job performance.

On the other hand respondents were asked that job performance depends up on the motivation given for them from school and education offices or not". About 51.9 % of respondents said that job performance depends up on the motivation given for them from school and education offices. Similarly respondents were asked even if their salary is low they always happy and perform school activities in a good ways or not". For this item 56.9 % reported even if their salary is low they always happy and perform school activities in a good ways. In the favor of salary as less related to left over the job, Smithers and Robinson (2004) mentioned some other factors which become the reasons for teachers to quit the teaching profession. They further emphasized that out of these factors, workload is the major cause and salary the least.

On table 4.6 respondents were asked whether they have no interest in performing any activities because there are no any incentives that motivate them or not". Most of teachers (61.8 %) said that they have no interest in performing any activities because there are no any incentives that motivate them. Again respondents were asked whether they prepare school lesson plan and teaches students with great interest or not". For this item 62.7 % of respondents said that they prepare school lesson plan and teaches students with great interest. Respondents were asked whether they think school principals evaluate job performance of teachers on the basis of political attitudes that affect my performance or not". Most teachers (52 % of total respondents disagreed that they think school principals evaluate job performance of teachers on the basis of political attitudes that affect their job performance.

In addition respondents were asked whether they feel disrespect and misbehaving of some secondary school students is one of the major challenges for teachers' job performance in secondary school or not". About 57.8 % of respondents agreed they feel disrespect and misbehaving of some secondary school students is one of the major challenges for teachers' job performance in secondary school.

On other hand respondents were asked whether they have interest in conducting researches in classes and school or not". Out of the total respondents 55.9 % of respondent agreed that they have interest in conducting researches in classes and school better. While the lastly respondents were asked whether they always lead different clubs, committee's in a proper manner or no". For this item 53 % of respondents reported that they always lead different clubs, committee's in a proper manner.

From interview analysis 6 (50%) of directors reported that most teachers 'are leaving / turning over/ the profession due to many factors like salary, incentives, overloads, recognition and social image. Supervisors said that the current socio economic status of teachers' and work performance in secondary schools of Ilu Aba Bora Zone looks like declining from time to time rather than showing any symptom of improvement. Most directors reported that to improve teaching profession it needs 40-50 years with this situation because less attention was given to teaching profession always. Supervisors said that the commitment and interest of teachers currently in teaching in the school is not good enough.

4.7. Analysis of inferential statistics result

4.7.1. Pearson Correlation analysis

Correlation analysis studies the joint variation of two or more variables for determining the strength and direction of the relationship among the variables (Kothari 2004). Accordingly, in

order to identify whether the dependent variable & independent variables have a joint variation. The study sought to establish the relationship between independent variables (teacher's perception to teaching, social status of teaching, challenges of socio economic status of teaching) dependent variables (Teachers motivation and job performance) Pearson's product moment correlation coefficient was computed. Pearson correlation results range between 1 (perfectly linear positive correlation) to -1 (perfectly linear negative correlation). When the correlation value is zero, no relationship exists between the variables under study.

4.7.2. The Relationship between teacher's socio economic status and job performance

One objective of this research is to examine the socio economic status and job performance of teachers. To assess whether the teacher's socio economic status has a significant influence on teachers job performance or not. The data on teacher's socio economic status has a significant influence on teachers job performance collected from 102 respondents and their respective schools were analyzed using person correlation coefficients and the test was tested at 0.05 level of significance as presented in Table 4.7 below.

Table 4.7: The Correlation between teacher's socio economic status has a significant influence on teachers' job performance

Pearson Correlation		TPT	SAL	SST	EST	JPT
TPT	Correlation	1.000	.753 *	.240 **	.268 *	.280 **
	Significance (2-tailed)	.	.000	.016	.007	.005
	N	0	102	102	102	102
SAL	Correlation	.753 *	1.000	.190**	.353 *	.241 **
	Significance (2-tailed)	.000	.	.057	.000	.015
	N	102	0	102	102	102
SST	Correlation	.240 **	.190 **	1.000	.606 *	.309 *
	Significance (2-tailed)	.016	.057	.	.000	.002
	N	102	102	0	102	102
EST	Correlation	.268 *	.353 *	.606 *	1.000	.347 *
	Significance (2-tailed)	.007	.000	.000	.	.000
	N	102	102	102	0	102
JPT	Correlation	.280 **	.241 **	.309 *	.347 *	1.000
	Significance (2-tailed)	.005	.015	.002	.000	.
	N	102	102	102	102	0

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

** Correlation is significant at the 0.05 level (2-tailed).

TPT = Teacher's perceptions to teaching profession

SAL = Salary and other benefits

SST = Social status of teaching profession

EST = Economic status of teachers

JPT = Job performance of teacher

Table 4.8 above shows that the correlation analysis on socio economic status and job performance of teachers. There is weak correlation between the variables was positively associated or correlated at the above significant values, and with the given calculated p-values which was less than the usual statistical significant value 0.05 ($P < 0.05$). To sum up there is strong and medium correlation between teacher's perception to teaching, salary and other benefits, challenges of socio economic status of teaching, job performance of teaching at the above significant values. The calculated value on the relationship between teacher's perception and job performance is 0.28, which was significant at 0.05. This indicates that there is a weak relationship between teacher's perception and job performance. On other hand there is significant relationship between salary and job performance at calculated value of 0.241. Similarly the calculated value on the social status of teaching and job performance is 0.309 which was significant at 0.01. This indicates that there is also weak relationship between job performance and social status of teaching. The calculated value on the relationship between socio economic status of teachers and job performance is 0.347, which is significant at 0.01, so there is also weak relationship between teacher's socio economic status and job performance. The relationship between teacher's perception to teaching and salary is strong, which have a calculated value of 0.753 which is significant at 0.01.

The results of this present research indicate a significant relationship between teachers' socio economic status and teachers' work performance. This inferred that high socio economic status of teachers could enhance teachers' work morale. This result was consistent with Nichols (2006) findings that "teachers suffer from low morale due in part to the low-pay-high-cost-of-living gap". This result was also consistent with Sahertian (2000) findings that "teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance".

4.7.3. Regression Analysis

The inferential statistics using regression analysis was applied. The regression analysis is a set statistical process for estimating the impact of one variable on the other variable. The most common form of regression analysis is linear regression, in which one finds the line that most closely fits the data according to specific mathematical criterion. So it is used for two conceptually distinct purposes.

Table 4.8: The Regression result on teacher’s socio economic status and its impact on teachers’ job performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	188.562	4	47.140	4.957	.001 ^b
	Residual	903.398	95	9.509		
	Total	1091.960	99			

a. Dependent Variable: Job performance

b. Predictors: (Constant): TPT, SAL, SST, EST,

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.892	2.161		7.352	.000
	TPT	.136	.105	.203	1.296	.198
	SAL	.012	.078	.026	.157	.876
	SST	.134	.129	.119	1.038	.302
	EST	.157	.078	.245	2.010	.047

TPT = Teacher’s perceptions to teaching profession

SAL = Salary and other benefits

SST = Social status of teaching profession

EST = Economic status of teachers

JPT = Job performance of teacher

The result of the study shows teacher’s socio economic status affect job performance than others because its beta coefficient is greater than others, which is 0.245. The second variable that mostly affects job performance is teacher’s perceptions to teaching profession because its beta coefficient is 0.203. The social status of teaching and salary has also positive implication on job performance, but less impact than other variable because of their beta coefficient is less than other.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Major Findings

The purpose of this study was investigation of the Socio Economic Status of Teacher and Job Performance in Secondary Schools of Ilu Aba Bor Zone.

- ❖ The research showed that teachers weren't also serious with their work because of inadequate promotions, also teachers abandoned teaching and went for better paid jobs and they refused to carry out their duties effectively and efficiently because of their welfare being neglected. Teaching profession was one of the dimensions designed as a factor affecting teachers' motivation and its impact on teacher's performance.
- ❖ Inadequate promotion of teachers poses a very big hindrance in disposing their duties effectively and efficiently. It leads to their low standard of living. Hence, teachers become unserious with their duties with a resultant effect on low students' academic attainment.
- ❖ The finding result shows that respondents have had joined the teaching profession because they couldn't get other alternatives occupation and joined teaching profession to use teaching as a stepping stone. Teacher's low socio economic status in the society has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers, and low teacher morale and the poor quality of the teachers' working environment.
- ❖ On other hand many factors have been identified as contributing to the poor job performance has been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers.
- ❖ The study also indicated that salaries or income (one of the component of SES) along with the other factors such as promotion; teacher-society relationship influenced the teachers' attitude towards teaching profession. Low intensity of financial adjustment and teachers' own negative attitude and behavior are the most profound variables contribute in the low prestige, status and teaching profession attitude of the teachers in the community.
- ❖ The findings of this study also indicated that in teacher's low economic status are not only able to provide their family's basic needs but also are not able to provide time and facilities at home to develop their knowledge and skills needed to deal with today's challenges.

5.2. Conclusion

Based on the findings the following conclusion was drawn. The study shows that 61.7 % of teacher has interested in the teaching profession as a career indicated disagreement. The findings of the study show that 85.3 % of teacher's reported that they have joined the teaching profession because they couldn't get other alternatives occupation. In addition to this the finding also shows that 60.7 % of respondents said that teachers didn't get good result

in national examination to join other areas of studies. Similarly about 64.8 % of teacher's shows agreement that they were dissatisfied with current salary.

The result of the study also shows that 70.6 % of teacher's reported that there was lack of incentives and fringe benefits like house allowance and health care has led them to a feeling of dissatisfaction. Most interviewees also mentioned that low emphasis given by the society, as another aspect of teachers de-motivation. The result of the study indicated that 73.5 % of teacher's said that the school management and supervisors in the course of supervisor always give criticism of teacher's work they are sometimes faultfinders. The socioeconomic status is positively correlated with both educational and attainment and achievement. The study also indicated that socio-economic status and job performance have weak to strong and positive correlation. In this hypothetical phrase, it has been observed that socio-economic condition is a cause, which correlates with academic achievement effect.

The findings of the study indicated that 71.4 % of respondent's said that people always refuse their families joining teaching profession in higher institutions. The study also indicated that most interviewees reported that teachers are turning over teaching profession and learning other fields of study in different program, reported that how much teachers hate teaching profession. About 73.5 % of teacher's respondents agreed that they think school management and supervisor in the course of supervision always give criticism of teachers work and they are sometimes faultfinder.

5.3. Recommendation

Having navigating the factors that affect teacher's motivation and its impact on performance, the researcher has come out with the following recommendations which should put forwarded and considered in order to rectify the situation.

- ✓ It is better if Federal government has taken different initiatives to improve quality of the education system at all levels with particular emphasis to teacher development program.
- ✓ Secondary school management bodies are advised to have to facilitate an adequate working environment, including the technology and resources necessary today for good teaching.
- ✓ Teachers are advised to receive in-service training and professional development within the profession in order to keep in touch with new research findings in their subjects and to obtain continuous support for the improvement of their teaching methods
- ✓ The Woreda educational office body advised to work on the system that able to upgrade teachers' interest to their profession.

- ✓ Teachers better to have given professional and academic freedom to use the methods and classroom approaches that best meet the democratically decided objectives of the education system
- ✓ Woreda educational offices are advisable if work on school administration problems by allowing teachers to be participant in decision making regarding teaching and learning process, evaluating teachers performance on the basis of performance related, treaty teachers equally as per school rules and regulation forcing teachers to organize students in net work rather than considering the task in the class room that need organization.
- ✓ The school principals are advised to work on condition that cause staff work dissatisfaction (teaching profession, inadequate salary and other benefits, work environment, student's disciplinary problems, administrative problems) and weak performance by facilitating teacher's promotion by improving salary and other benefits.
- ✓ Teachers are responsible bodies to shape students, so that even if salary is low teachers advisable to pay sacrifice for generations building.

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APPENDICES

Appendix A

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

❖ **These questionnaires are to be completed by Teachers**

Dear respondents:

This questionnaire is prepared for a purpose of conducting a study on the **socio economic status of teacher and job performance** in s secondary schools of Ilu Aba Bor Zone. To achieve the purpose, your cooperation in completing these questionnaires is highly appreciated. The success of this study will be depends on your honest and sincere responses to the question items. The data collected from individual respondents will be kept confidential. You are, therefore, kindly requested to provide the required information.

Thank you in advance for the information you provided!

Instruction: Some characteristics of school principals/ vice principals are given below. Please respond either by filling in the blank space or by circling the letter of the appropriate response.

❖ Woreda/ Town's Administration _____

❖ School _____

I. Background Information

1. Sex:

i. Male B) Female

2. Age _____

3. Your educational Qualification:

ii. Diploma B) BA Degree C) MA Degree D) Any other, please specify

4. Your service years as school teacher

1. < 5 years B. 5-10 C. 11- 20 D. 21-25 E. >

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II. Items Related to Teacher's perceptions to teaching profession

For the following questions please respond by marking 'X' or √") against the response you think most appropriate. 1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

No	Items	Ratings				
		1	2	3	4	5
1.	I have interested in the teaching profession as a career					
2.	I have joined the teaching profession because they couldn't get other alternative occupation.					
3.	It is a kind of job that I could easily get.					
4.	I joined the profession to use teaching as stepping stone.					
5.	I joined teaching profession to ease their economic problems.					
6.	I couldn't get good result in national examination to join other areas of study					
7.	I liked the respectfulness of the teaching profession at that time.					
8.	Teaching has comparatively been advantageous than any other occupation by the time I was employed					
9.	I assigned in the teaching stream based on the interest of my university or department					

III. Items related to salary and other benefits.

For the following questions Please respond by marking 'X' or √") against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

No	Items	Ratings				
		1	2	3	4	5
1.	I am dissatisfied with present salary					
2.	The income is not sufficient to support myself and my family.					
3.	Lack of incentives and fringe benefits like house allowance and health care has led me to a feeling of dissatisfaction.					
4.	Better pay is offered to non-teaching occupations which require the same qualification and service year.					
5.	I feel my present job cannot help me to achieve the economic goal I have					

	set for my self					
6.	I feel lack of bonus me to contribute to teachers' weak performance.					
7.	I feel that I am not paid a fair salary for the work done.					
8.	I think lack of rewards for high performing teachers cause teaching staff weak in performance.					

IV. Items Related to Social status of teaching profession

For the following questions please respond by marking 'X' or '√') against the response you think most appropriate. 1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

No	Items	Ratings				
		1	2	3	4	5
1.	The societal image for teaching profession made me loss confidence in teaching					
2.	I think lack of work freedom in my school forced me to leave teaching profession.					
3.	Performance evaluation on the bases of political attitudes affects my confidence in teaching.					
4.	People consider teaching as low paying profession compared to other professions					
5.	Few teacher's have poor relationships with students and societies that lead to poor recognition of teaching profession					
6.	Always teacher's live low standards in the societies with poor housing, poor income than other professions					
7.	The society undermine teaching profession					
8.	People always refuse their families joining teaching profession in higher institutions					

No	Items	Ratings
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V. Items Related to Challenges of socio economic status of teachers

For the following statements please respond by marking ‘X’ or √”) against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

No	Items	Ratings				
		1	2	3	4	5
1.	Lack of facilitating teachers promotion by improving salary and other benefits					
2.	Lack of assigning qualified and experienced teachers and increase support					
3.	Absence of increasing status of teaching profession through giving recognition to teachers					
4.	Absence of teachers work freedom in teaching learning process					
5.	Giving due attention for teachers interest than daily routine activities					
6.	I feel teachers don't have freedom to make their own decision regarding teaching and learning process					
7.	Always the school management give criticism of teachers work and they are sometimes fault finder					
8.	Absence of incentives, per time and promotion made by government to increase recognition to teaching profession					
9.	Some teacher's have bad behaviors like smoking, chewing chat, drink alcohols, and misbehaving and fault finder on students in different ways					
10.	Teachers lack of confidence in subject matter and professional ethics					
11.	School principals do not treat all teachers equally as per school rule and regulation.					
12.	The government avoided teacher's horizontal growth					

VI. Items Related to job performance of teachers

For the following statements please respond by marking ‘X’ or √”) against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

		1	2	3	4	5
1.	I have good job performance and interesting in teaching					
2.	The school annually gives rewards for teachers with good job performance					
3.	My job performance depends up on the motivation given for me from school and education offices					
4.	Even if my salary is low I am always happy and perform school activities in a good ways					
5.	I have no interest in performing any activities because there is no any incentives that motivate me					
6.	I prepare school lesson plan and teaches students with great interest					
7.	I think school principals evaluate job performance of teachers on the basis of political attitudes that affect my performance					
8.	I feel disrespect and misbehaving of some secondary school students is one of the major challenges for teachers' job performance in secondary school					
9.	I have interest in conducting researches in classes and school better					
10.	I always lead different clubs, committee's in a proper manner					

Appendix B

Interview questions

The Interview question is to be responded by School principals and school Supervisors of Ilu Aba Bora Administrative Zone, Oromia Regional State.

Dear Respondents:-

This Interview question is prepared for the purpose of conducting a study on **Socio economic status of teachers and work performance** in selected secondary schools of Ilu Aba Bora Zone, Oromia Regional States'. To achieve the purpose, your cooperation in responding this Interview questions is highly appreciated. The success of this study by and large depends on your honest and sincere responses to the question items. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

1. What are the major factors that affect socio economic status of teachers' and work performance in selected secondary schools of Ilu Aba Bora Zone?

2. What is the current socio economic status of teachers' and work performance in secondary schools of Ilu Aba Bora Zone looks like at the present?_____

3. What do you think the commitment and interest of teachers currently in teaching in your school is good enough?_____

4. What should be suggested to improve teachers' socio economic status and work performance in secondary Schools of Ilu Aba Bora Zone?
