

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING &
MANAGEMENT



**TEACHERS' JOB SATISFACTION AND SCHOOL PERFORMANCE IN
SECONDARY SCHOOLS OF ADIYO WEREDA, KAFA ZONE, SOUTH
WEST REGIONAL STATE MA THESIS**

By

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MARCH 2023

JIMMA, ETHIOPIA

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES, JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL
LEADERSHIP**

MARCH 2023

JIMMA, ETHIOPIA

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Acknowledgements

Of all, I would like to express my heartfelt gratitude and thanks to my thesis advisor Dr. Mitiku Bekele and co-advisor Dr. Tadesse Regassa about their wonderful professional guidance, constructive criticism, comments and suggestions from the start of proposal development up to completion of my thesis work.

I would like to extend special thanks to Adiyo woreda secondary schools of students, teachers, school leaders and woreda education office experts about their collaboration with me during the data collection.

My gratitude also goes to my beloved wife Bereket Atrisaw for her enormous financial and moral support, tolerance and encouragement during the study. I don't forget to thank my beloved son Nehemiah Abraham for his patience in duration of my thesis work.

Finally, I would like to thank all those who in one or another contributed to the successful completion of the study.

Abbreviations and Acronyms

CPD	Continuous Professional Development
CSA	Central Statistics Agency
ESDP	Education Sector Development Program
KETB	Kebele Education & Training Board
MoE	Ministry of Education
PTSA	Parent Teacher Student Association
SNNPR	Southern Nation Nationalities and Peoples Region
SPSS	Statistical package for the social sciences
VSO	Voluntary Service Overseas

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Abstract

The purpose of this study was to investigate the relationship between teachers' job satisfaction and school performance in government secondary schools of Adiyu woreda. The correlation design was employed for the study. Both quantitative and qualitative data were collected. The populations of this study were all government secondary schools and education office experts in Adiyu woreda. The respondents of this study were 18 school leaders, 49 teachers and 15 woreda education office experts with a total of 82 participants. The sample schools were selected using simple probability sampling technique. All respondents of the study were selected using comprehensive sampling technique. The collected data were analyzed using frequency, mean; percentage and Pearson's Correlation to test the relationship between teachers' job satisfaction and school performance. The findings of the study showed that there is relation between teachers' job satisfaction and school performance. The level of teachers job satisfaction in government secondary schools of Adiyu woreda is low as well as the level of school performance is also low. If the satisfaction of teachers' increase also the performance of the school can be also increased. Incentives and fringe benefits, recognition and Salary payment scale were identified as the most dissatisfying factors. Therefore, it is concluded that the satisfaction and school performance levels were low which is below intended goal. Finally, the researcher recommended that it is better if the schools create attractive school compound to grasp the attention of teachers in order to overcome absenteeism of teachers from the school to improve the performance of the school. Adiyu woreda government should have to create mechanisms to maximize the job satisfaction of the teachers by allocating budget for incentives and fringe benefits, residential/rent, offering award in order to create the work competition spirit between the teachers, giving attention to recognize teachers in their job, pay career structure payment on regular time; it is better that if the zonal and regional governments prepare motivational trainings and other capacity building trainings to increase motivational spirit of teachers in case school performance might be improved and finally it is better that if the federal government gives attention to teachers by fringe benefits, different allowances, giving recognition and refresh the mind of teachers by trainings which might sustain teachers in teaching profession.

KEY WORDS:

Job satisfaction; school performance; secondary school teachers; salary and fringe benefits

CHAPTER ONE: INTRODUCTION

This part of the research proposal presents the problem and its justification, research gaps, objectives and beneficiaries of the research in detail. The section has different sub-topics such as the background of the study, statements of the problem, objectives, significances, delimitation of the study and lastly operational definition of key terms.

1.1 Background of the Study

Job satisfaction is more of a journey, not a destination, as it applies to both employees and the employer. Job satisfaction is an important element for the school performance to achieve the desired goal for any school, particularly for the academic staff that has direct linkage with the production of the educated citizens. In order for organizations and institutions to be successful, they must continuously ensure the satisfaction of their employees (Berry, 1997). In addition, Hoy and Misked (1987) have stated that job satisfaction is viewed as a decisive factor as to the general efficiency of an organization.

Job performance is deeply affected by the intrinsic motivational factors of the job (Mundhra, 2010; Oluseyi& Ayo, 2009). Teachers who show more satisfaction with their jobs also show greater performance while working. In various studies, job satisfaction and job performance had a significant positive relationship (Ahmad et al., 2010; Hayati&Caniago, 2012; Shokrkon&Naami, 2009).

Teachers are the pillars of the society; they act as role-models to the students and help them to have the holistic development, become the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead (Jyoti and Sharma, 2009). Teachers' who are satisfied with their job are happy, dedicated, committed, and also bring their best qualities to schools so that students, parents, and the societies may benefit from their services (Ofoegbu, 2004). As showed by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators.

The term performance refers to the quantity and quality of work product and also it denotes the contribution that teachers make to achieve educational and school objectives. The performance of schools will never succeed and improved if teachers' job satisfaction is ignored, however if teachers in a school are motivated and satisfied, they will render service to the customers efficiently and effectively (Mbua, 2003). This implies that motivated and satisfied school teachers are most likely to affect the students' learning positively whereas the opposite have negative impacts on students' performance.

According to hygiene factors theory such as salary and fringe benefits, organization policy, technical supervision, relationship with the co-workers and work conditions may ensure that employees will perform at minimum level, but motivation which contributes to superior performance, is possible only through satisfiers or motivators (Fred and Allan, 2008). Thus, Job satisfaction is considered as an important construct to study the relationship between job satisfaction and school behaviors like performance, absenteeism, and turnover (Lawrence, 2011). Those and other problems inspire the researcher to investigate the relationship between teachers' job satisfaction (intrinsic and extrinsic) and school performance in relation to students' achievement, completion and dropout rates.

The strength of any educational system largely depends on the quality and commitment of its teachers. Teachers as the heart of educational process play an important role in the achievement of quality and effectiveness, and realization of educational goals at large. Moreover, every educational system should strive to attract qualified people to the profession and provide them with better incentives that will satisfy their needs (Ayalew, 2000).

Performance is a multifaceted feature that depends on many aspects, including work values and organizational commitment (Gutierrez, Candela, & Carver, 2012). As an indicator of productivity, performance has been highly demanded throughout the history of education, either from teachers or from students. Since the job satisfaction of teachers and their achievement scores are interlinked, they represent a vital potential source for improving the educational process. However, the goal of achieving academic goals remains unfulfilled if teachers cannot demonstrate quality performance in the form of students' achievement score. Above all, the most important indicator is academic achievement in the teacher learning process. That aspect is also the most important area of research and at the heart of educational psychology in academic assessment (Rahmani, 2011). Ayral, Ozdemir, Fındık, Ozarslan, and Unlu (2014) have shown that examinations and tests are widely used tools for evaluating

students' performance regardless of academic level or discipline. Often by using tests, the skills, abilities, and academic achievement of students are analyzed through evaluation (Zollar & Ben-Chain, 1990) to explore students' learning outcomes and monitor their success, all in order to improve the quality of education (Kellaghan, Greaney, & Murray, 2009). In that sense, performance is linked with effectiveness, knowledge management, and quality (Platisa, Reklitisb, & Zimeras, 2015).

Since the role of workers is critical to regulating the performance of an institute (Farooquia & Nagendra, 2014), the researcher explored the relationship between teachers' job satisfaction and school performance in his study.

1.2 Statement of the Problem

Teachers' professional development (CPD) training and resource utilization facilitated at clustered school levels were improved which in turn enhance teachers' effectiveness but the education policies, programs and plans have not been made serious effort to pinpoint the causes of low motivation or de-motivation of teachers and its relationship with educational outcomes (MoE, 2010).

According to Desta A, (2014) citing Green (2000) has proposed three theoretical frameworks to understand the job satisfaction at the work place: content or needs theories, process theories, and situational models of job satisfaction. All of these frameworks are useful to a greater extent to understand the job satisfaction of teachers. To achieve higher level of teachers' job satisfaction, efforts were made to get beyond attractive working conditions and to foster among teachers the fulfillment of those needs associated with the work itself, such as recognition, responsibility and achievement. According to Luthans (1998), if people work in a clean, friendly environment they were find it easier to come to work. If the opposite happen, they find it difficult to accomplish tasks. When needs are not fulfilled an individual may be affected psychologically, morally and economically. In relation to this idea, the social context of work is also likely to have a significant impact on a workers' attitude and behavior (Marks, 1994). If teacher moral is diversely affected, it is not be easy to expect optimum devotion in their profession. As West and Belington (2001:103) stated, teachers are the most important resources available within the school, therefore, the pattern of and support for teachers' development were the most important determinant of the schools efficiently.

Another problem is concerning the job performance of the teachers. Educational administrators accuse teachers' negligence, absenteeism, turnover, and zeal to work. While teachers on their part argue that the benefits, interest of the learners and working conditions do not satisfy their basic needs which enhanced working conditions (Ololube, 2013).

A research done on secondary school teachers in Taiwan shows that teachers of the target area were satisfied with their job (Abdullah et.al, 2009). They conducted the study by comparing subjects with some variables: gender, qualification, level and age. In their conclusion: ...the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts.

In Ethiopian context, Tsegaye (2011), Gudissa (2012), and Gedefaw (2012) conducted study on teachers' job satisfaction. Both Tsegaye and Gudissa conducted their research on TVET colleges and focused on the factors affecting teachers' job satisfaction and the extent of teachers' satisfaction depending on different variables. Their finding shows that the majority of the trainers were dissatisfied with their job due to insufficient satisfying elements. Among these salary and other fringe benefits are the most important factors which discourage them. Gedefaw (2012) in his study on job satisfaction of secondary school teachers in Ethiopia employed the study only on teachers and investigated factors that dissatisfy teachers on their job; however, salary and benefits emerged as the primary dissatisfying aspect of all the work factors.

Further, during formal or informal discussions, teachers raise challenges and problems they are facing in their life, in teaching profession and on how to have better. From the discussion, most of the teachers are discouraged to continue in this profession. At the same time, teachers argue that unfair fringe benefits which other expertise obtained for different reason makes the teachers to be dissatisfied on their jobs. From the researcher's experience in Adiyo woreda, the achievement of students is declining and drop-out rate is increasing from time to time. Consequently, teachers blame the students as well as their parents in their children readiness for learning; on the other hand, students complain teachers' preparation and teaching methods.

However, researchers did not address the relationship between teachers' job satisfaction and school performance outcomes (absenteeism of teachers, motivation of teachers and turnover of teachers). Finally; the issue has not investigated in Adiyo woreda administrative town. Considering the gap, the study will focus primarily on investigating the relationship between teachers' job satisfaction and school performance which are the current challenges in Adiyo woreda government secondary schools.

Therefore, the researcher was motivated to conduct this study in case of decline in quality of education by failing of school performance. The researcher assumes that teachers' job satisfaction has more capacity to increase teachers' performance toward increasing school performance indicators (absenteeism of teachers, motivation of teachers and turnover of teachers); because motivated and satisfied teachers can attentively follow their learners to overcome the rate of dropout, completion & repetition as well as supports their learners in order to increase the achievement of the students by adjusting tutorial classes and activity classes in addition to their basic classes.

1.3 Research Questions

The study attempted to answer the following research questions.

1. What is the level of teachers' job satisfaction in Adiyo woreda secondary schools?
2. What is the level of school performance in secondary schools of Adiyo woreda?
3. What is the relationship between teachers' job satisfaction and school performance in secondary schools of Adiyo woreda?

1.4 Objective of the Study

1.4.1 General Objective

The general purpose of the study is to find out the relationship between teachers' job satisfaction and the school performance of secondary schools in Adiyo woreda.

1.4.2 Specific Objectives

Based on the general objective of the study, the following specific objectives were set to:

1. Describe the level of teachers' job satisfaction in Adiyo woreda secondary schools.
2. Examine the level of school performance in secondary schools of Adiyo woreda.

3. Investigate the relationship between teachers' job satisfaction and school performance at Adiyu woreda secondary schools.

1.5 Significance of the Study

The output of this research benefit students, parents, societies, teachers, schools, educational administrators and the country at large due to showing the direction in relationship between teachers job satisfaction and school performance; so that effective students might be gained. It valued the student in improving their academic result, completion rate, and getting active teaching learning methods; besides the dropout and repetition rate will be minimized.

Students' may be benefited by acquiring quality education from motivated teachers. Teachers also will be benefited by addressing their problem for the concerning bodies to be satisfied with their job, dissatisfying factors and life in general. The investigation of teachers' job satisfaction and school performance will also help policy makers, planners, education sector, and school administration to attain the relevance and current status of teachers' job satisfaction and school performance based on the current challenges to the education. The parents will be benefited in case of their children' result improvement. The school also will be benefited by producing quality generation for the future world. Even the country will be benefited by producing quality educated people whom might play great role in achievement of goal of the government.

Hence, the researcher recommends them the way to improve the revealed problems in Adiyu woreda in particular. In general, the study will be served to ensure quality and efficiency of education, to attract the qualified and committed teachers through teachers' job satisfaction in the schools and administrative town. Finally, the study serves as the foundation for other researcher for further investigation in secondary government schools.

1.6 Delimitation of the Study

The main focus of this study is on investigating the relationship between teachers' job satisfaction and school performance in government secondary schools of Adiyu woreda; because all of the societies are the beneficiaries of government schools in case of absence of private secondary schools. Again the researcher delimited to Adiyu woreda as the study area, because of geographical topography, financial and time constraints as well as the work area of the researcher which is difficult to manage the study.

There are various independent variables related to teachers' job satisfaction, the researcher's will delimited to demographic characteristics of teachers (age, qualification, career structure, experience, school level they teach). Moreover, the intrinsic and extrinsic factors affecting teachers' job satisfaction (leadership and supervision style, salary, incentives, work conditions, interpersonal relationship, recognition, achievement, promotion and advancement).

1.7 Operational Definition of Key Terms

- **Academic achievement:** refers to a student's success in meeting short (promotion from one grade to the next) or long-term (promotion of school leaving exam) goals in a school.
- **Completion Rate:** the percentage of first year entrants in a cycle of education surviving to the end of the cycle at Adiyo woreda secondary schools.
- **Drop-out Rate:** the proportion of students who leave a school without complete the grade level within a year at Adiyo woreda secondary schools.
- **Repetition Rate:** the proportion of students who enroll in the same grade more than once to the total number of students enrolled in that grade during the previous year at Adiyo woreda secondary schools.
- **School leaders:** are school principals, supervisors and unit leaders of the schools.
- **School Performance:** refers to an achievement of objectives set by secondary schools of Adiyo woreda as measured by absenteeism of teachers, motivation of teachers and turnover of teachers)
- **Secondary school:** is according to Ethiopian school structure, first cycle secondary school that includes grade 9 and 10, and second cycle secondary school which includes 11 and 12.
- **Students' academic achievement:** refers to the score of secondary school students on national, classroom assessment and different examinations in Adiyo woreda.
- **Teacher's Career structure:** the ladder of the teacher to update in their profession from beginner to higher lead teacher (III), having nine career structures for teachers in Adiyo woreda secondary schools.

- **Teachers' Job Satisfaction:** is the fulfillment of teachers' desires (in pay, fringe benefit, contingent rewards, promotion, supervision, interpersonal relation, school rules and regulations and work condition that influence school performance outcomes in Adiyoworeda secondary schools.
- **Woreda Education experts:** refers to woreda education office workers and woreda teachers association coordinators.

1.8 Organization of the study

The research proposal has five chapters. Chapter one introductory part presents the nature of the problem and its background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Chapter two presents the key concepts that will be used in the paper to place the problem in a broader perspective of review of related literature. Chapter three concentrates on the research design and methodology specifically which includes description of the study, research design, sources of data, research method, population, sample size and sampling techniques, data collecting instruments and method of data analysis. Chapter four presents analysis of data interpretation. Finally, chapter five deals summary, conclusion and recommendation of the study.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

2.1 Introduction

In this chapter, the literature related to job satisfaction and school performance will be reviewed to get a better understanding of school performance indicators and the theories on the factors that influence job satisfaction. The most important theories which are relevant for this study, and which will be explained in the following sections are Maslow's Hierarchy of Needs Theories, Motivator-Hygiene Theory, the Expectancy Theory, Reinforcement Theory, Herzberg's Two-factor Theory, Hawthorne Effect Theory and Three-Dimensional Theory of Attribution. The target objective of the study will be to assess the relationship between teachers' job satisfaction and school performance in government schools of Adiyu woreda. Thus, this chapter deals with reviewing the literature of different scholars related to topic so as to achieve the objective of the study.

2.2 Concepts of Teachers' Job Satisfaction, Motivation and School Performance

2.2.1 Teachers' Motivation and Job Satisfaction

Organization dynamism, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial role in determining their performance. The term employee motivation is a complex and difficult term to define; therefore, a precise definition of this concept is intangible as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo, 2003). In addition, Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions we could convey that motivation deal with what starts and energizes human behavior; how those forces are directed and sustained as well as the performance they bring about.

On the other hand, many workers are satisfied in even the least high-status jobs. That is, they simply like what they do. In any case, job satisfaction may be as an individual as one's feelings or state of mind. The most widely accepted definition of job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Sergio and Brain, 2014). According to Locke as cited in Lawrence (2011) Job

satisfaction is defined as the degree of pleasure or positive affect that an employee has toward his or her job. It can also be aspect which refers to how an employee feels about specific aspects of the job. If an employee is satisfied with most aspects of the job, he/she will be generally satisfied with his/her job, even though he/she might dislike some aspects of it (PSU WC, 2013). The terms employees' job satisfaction and motivation are used interchangeably, and high job satisfaction is directly tied to high motivation and vice versa.

In relation to this, Guddisa (2012) citing Carr (2005) motivation is the consequence of expectations of the future while satisfaction is a part of the motivational process which is the consequences of past events. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job which indicates high job satisfaction. The above review indicates that motivation is primarily concerned with goal-directed behavior; job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards.

2.2.2 School Performance and Its Indicators

In the modern climate, the success of a school is measured by the school's achievement of set performance indicators. These indicators are intended to demonstrate how effectively the school is preparing pupils to perform in the real world. Different countries or states may have varies specific regulations in measuring and grading their performance schools. Some of them use academic performance, learning environment and efficiency, others may use standardized test performance, attendance rate, completion rate and achievement of adequate yearly progress (Schrein, 2011). In Ethiopia context the educational policy goals, strategies and programs are addressing the problems of access, equity, quality and relevance that considered as the indicators in education. Access to education development can be measured through the number of schools and students and teachers by gender. Equity to education can be expressed in-terms of school distribution between rural and urban, gender parity and equality, treatments given for special need.

The question of quality of education will be explored using teachers pedagogical training, student teacher ratio, educational expenditure, and students' achievement. In case of educational efficiency it will be examined through students' dropout rate and repetition of classes (MoE, 2004).

2.3 Theories of Job and Motivation

Employee job satisfaction and motivation can be studied through several broad approaches. The most common ones are: content or need based theories, process theories and reinforcement theories (Fred and Allan, 2008). According to Lewis, expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The principle of this theory is that a person's job satisfaction can depend on two factors: the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels. This theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Fred and Allan, 2008).

The concept of reinforcement is identical to the presentation of reward. Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. The reinforcement is the stimulus whose presentation or removal increases the probability of a response reoccurring (Brijesh and Singh 2009). Alberto and Troutman (2009) as cited in Woolfolk (2009) whenever you see a behavior persisting or increasing over time you can assume the consequence of any action.

2.4 The Importance of Teachers' Job Satisfaction for Effective School Performance

School education is imparted quantitatively and qualitatively by teachers who have academic excellence, competent and pertinent training. Besides job satisfaction plays a vital role in imparting excellent education to the student as it acts as a motivating factor (Jalaja, 2007). In general, the heart matter in education is the interaction between the student and the teacher that create quality education. Thus if quality education for all should be made a reality, a sufficient number of well qualified and satisfied teachers are necessary. Recognizing, the essential role of teachers in educational advancement and the importance of their contribution to the development of man and modern society, concerned to ensure that teachers enjoy the status commensurate with this role (VSO, 2002).

Teachers' professional knowledge, skills and competencies can be seen when one is participating and mastering challenging tasks directed at educational success and performance (Filak and Sheldon, 2003). In this context if teachers have not been satisfied and

motivated on their job, educational system with school performance indicators may face a problem or fail. Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2006). In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom.

Therefore, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

2.5 The Relationship between Teachers' Job Satisfaction and School Performance

The link between job satisfaction and performance has controversial issues on the presence, strength and flow of the variables. Concerning those issues different literature assessed and presented as follows. Fred and Allan (2008) citing Cecil (1980) stated that a significant relationship exists between motivation and job satisfaction and performance for a sample of secondary and higher education teachers. Other studies have shown that there is a correlation between job satisfaction and performance, turn over, and absenteeism. A correlation indicates that there is a relationship between these variables; however it does not explain either, caused the relationship (Steinberg, 2008). Motivation expected to have a positive effect on quality performance; employees who are characterized by a high level of motivation show a higher work and life satisfaction (Guddisa, 2012). Teachers who are satisfied with their jobs are crucial to efficiency, productivity, and high quality of goods and services that school provide.

The other views on the strength of the association between job satisfaction and performance is as Sergio and Brain (2014) citing Jones (2006) suggested that there is a positive weak or slightly significant connection between job satisfaction and job performance; on the other hand, other researchers Saari and Judge (2004) investigated that there is strong connection between performance and satisfaction. The relationship increases for difficult jobs than for less difficult jobs. Strong correlations exist between job satisfaction and performance; job satisfaction and turnover and absenteeism and tardiness (Johns, 1997).

There are provocative views on the flow of job satisfaction and performance. Fred and Allan (2008) citing Lyman and Edward the concepts of the basic expectancy theory of motivation have extended to examine the factors that influence an employee's performance and satisfaction. For many years, behavioral scientists believed that satisfaction led to performance, this causal relationship can be traced to the human relation era, whereas in recent years, the human rationalists' proposition around and contend that performances led to satisfaction. They argue that the intervening variable between these two is rewards (Fred and Allan, 2008). Basset (1994) stated that causality may flow from performance to satisfaction; in other way other researchers suggest that happy employee is productive. In addition Locke (1995) as cited in Fred and Allan (2008) stated that accomplishing the goal can lead to satisfaction and further motivation and frustration or lower motivation if the goal is not accomplished.

2.6 Factors Affecting Teachers' Job Satisfaction

In today's competitive environment organizations thrive and survive on their human resources. Most employees recognize that the way they feel about their work and their job is affected by a number of factors. It is a key factor in realizing organizational and individual goals that in turn greatly depends on individual's self-motivation and job satisfaction. Different scholars categorize factors affecting job satisfaction in different ways. Some of them are: as financial and non-financial factors, others based on the characteristics like personal, work and organizational characteristics. Guddisa (2012) citing Sakar (2000), organizational management uses financial and non-financial motivation to motivate its employees.

Abraham Maslow's connects the creation of the existence of people's sense of satisfaction with the maintenance of the classified needs. These are physiological needs, security, affiliation, self-esteem and self-actualization needs. Herzberg's two factory theory also categorizes those factors into motivating or intrinsic and hygiene or extrinsic factors, for the study will be considered. Motivators or satisfiers are those factors that provide positive feelings about job, cause satisfaction, and make employees want to succeed, such as: responsibility, learning opportunities, recognition, achievement, advancement and growth. Whereas the hygiene factors are related to the work environment that includes organization policies, supervision, salary, interpersonal relations and working conditions are also called

extrinsic factors. Hence, the absence of those factors cause feelings of dissatisfaction whereas its presence do not generally cause feelings of satisfaction (Fred and Allan, 2008).

Others classify in to organization policies, nature of job related and personal characteristics related (Kaila, 2007). Each of these factors figures into an individual's job satisfaction differently. According to Syptak, Marsland, and Ulmer (1999), there are numerous aspects of a job that an organization can manage to increase satisfaction in the workplace.

2.6.1 Leadership Style

The first and foremost determinant of job satisfaction is the administrators of the school supervision and the style of leadership. Studies have revealed that the leadership styles exhibited by principals in school have a marked effect upon the job satisfaction of the staff (Bogler, 2001). Much as it is logical to think that leadership styles and teachers' job satisfaction affect school performance. In addition Kaila (2007) stated that satisfaction tends to be high when people believe their leaders are competent, have their best interest in mind and treat them with dignity and respect.

Again as Tony and David (2005) stated the ability and strategies to motivate staff, to develop staff morale and to try to ensure job satisfaction are central to the leader's role in raising performance. Moreover Molineux (2004) as cited in Admasu (2007) states that no one like to work for boss who is incompetent. Thus, the best supervisors and leaders are those who know what they are doing and committed to getting a job done, friendly and pleasant to works with employees.

2.6.2 Organization Policies

Policies that are clear, fair and applied equally to all employees will decrease dissatisfaction. Therefore, fairness and clarity are important and can go a long way in improving employee attitude (Parasad, 2007). According to Michael (2012) citing Brodinky and Neil (2003) shared governance or participatory management enhances teacher's professional status and their ownership in the planning and operation of the school. They concluded that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers.

2.6.3 Salary, Incentive Pay and Fringe Benefits

Dessler G. (2001) stated that, yet even with all our more modern motivation techniques like job enrichment there is no doubt that money is still the most important motivator. Salary which is the payment for employees on the basis of time they put in job contributes fundamental change in motivation and job satisfaction.

2.6.4 Interpersonal or Social Relations

Allowing employees to develop a social aspect to their job may increase satisfaction as well as develop a sense of teamwork. Co-worker relationships may also benefit the organization as a whole; given that, teamwork is a very important aspect of organization productivity and success. Moreover, when people are allowed to develop work relationships they care more about pulling their own weight and not letting co-workers down.

2.6.5 Working Conditions

Keeping up to date facilities and equipment and making sure employees have adequate personal workspace can decrease dissatisfaction. Job satisfaction might be motivated by the nature of the job which is pervasive and peculiar working conditions that are similar to local and international standard, and extent to which they resemble work conditions of other professions in the locality (Oshagbemi, 2000). Moreover, Kaila (2007) stated that job satisfaction is reduced by overcrowded, dark, and noisy environments.

2.6.6 Achievement

Making sure employees are in the proper positions to utilize their talents may enhance satisfaction. When employees are in the proper role and feel a sense of achievement, challenge, and their talents will be in line with the goals best suited for them.

2.6.7 Recognition

Taking the time to acknowledge a job well done can increase the likelihood of employee satisfaction. Positive and constructive feedback boosts an employee's morale and keeps them working in the right direction.

2.6.8 Autonomy

Giving employees the freedom of ownership of their work may help raise satisfaction. Job satisfaction may result when an individual knows they are responsible for the outcome of their work.

2.6.9 Advancement

Allowing employees, who show high performance and loyalty, room to advance will help ensure satisfaction. A new title and sense of responsibility can often increase job satisfaction in an employee. An employee, particularly the achievement-oriented one, seeks promotion and advancement through his work. If the work provides him for personal growth and to develop his personality he will feel satisfied to the job and organization (Kaila, 2007).

2.6.10 Job security

Especially in times of economic uncertainty, job security is a very high factor in determining an employee's job satisfaction. Giving an employee the assurance that their job is secure will most likely increase job satisfaction.

2.7 Variables of Job Satisfaction

On the teachers' job satisfaction and besides to that the relationship to specific characteristics, research has been made. By the action of this research some constant situation is clearly seen in the findings. The most often examined characteristics are gender, age, salary tenure, experience, adequate training, etc

2.7.1 Age

Herzberg et.al, (1957) has reported the general findings on the relationship between job satisfactions started high, declined, and started to improve again with increasing in a U-shaped curve. The results of these findings were proved in a study by Kacmar and Ferris (1989). This study is resulted in a U-shaped curvilinear association between age and job satisfaction for the factors which is measured on the job descriptive index (smith, Kendall, and Hullin, 1969). They included that satisfaction related with pay, promotions, supervision and co-worker.

The suggestion of Herzberg (1957) was that job satisfaction increased with age in case, which the individual comes to adjust to his/her work and life condition. Job satisfaction possibly take place in increasing as worker grows older in case of the extrinsic rewards of work possibly takes place in increasing with age. When the worker grows older, there will be also a positive relationship between age and job opportunity, because the superior administrations are open to the older workers grows older, there will be also a positive relationship between age and job opportunity, because the superior administrations are open to the older workers than young workers. In addition to this there is another factor contributing to the age job satisfaction relationship could be the expectation that an individual's age increases, similarly an individual prestige with confidence, and the feelings make him/her to be on a high level of job satisfactions.

The researchers have found that both age and job satisfaction was related to congruence, work locus of control; organizational tenure and salary. The educators, Bedeian, Ferris, and Kacmar (1992) discovered that tenure was a more stable predictor of job satisfaction than chronological age. Many studies continue to validate the fact that job satisfaction varies with age. In this case researchers continue to examine the relationship in an attempt to address the needs of various populations in various positions within the work age.

2.7.2 Salaries

An employee's salary is related to the individual's achievement level and successfulness. The suggestion is raised from the author about the salaries of satisfied and dissatisfied employees Hoppock (1977) suggested that there is a significant difference findings in the average salaries of the most satisfied and the least satisfied teachers. The teachers who earn higher salaries were more satisfied than who earn low salaries. The findings from the study of Hoppock were supported by two persons study conduction of porter and Lawler (1968). The conclusion of these two educators was that job satisfaction reflects the salary that the workers get for the type of work they have done.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This part of the research precisely describes research design will be employed, sources of data, population, sample size and sampling techniques, instruments, procedures to collect data and methods of data analysis in order to answer the research questions and achieve the objectives of the study.

3.1 Description of the study

Kaficho is bordered on the south by Debub Omo, on the southwest by Bench Maji, on the west and north by the Oromia Region, and on the east by Semien Omo. The administrative center of Keficho was Bonga and it is 449 km far from Addis Ababa.

Menjiwo/Adiyo is one of the woredas in the South west Region of Ethiopia which is 511 km far from Addis Ababa. The name Menjiwo is derived from the province Manjo of the Kingdom of Kaffa; however, the province of Manjo lies within the boundaries of neighboring Ginbo, occupies the lands of the Gallo province of the former kingdom. Part of the Keffa Zone, Menjiwo is bordered on the south by Telo, on the southwest by Decha, on the west by Ginbo, on the north by the Gojeb River which separates it from the Oromia Region, and on the east by the Konta special woreda. The major town in Menjiwo is Adiya Kaka. This woreda has been described as "one of the most isolated zones in the Region, with most kebeles inaccessible by road throughout the year." According to a 2004 report, Menjiwo had 56 kilometers of dry-weather roads, for an average road density of 53 kilometers per 1000 square kilometers. Despite the lack of all-weather roads, this woreda possesses "a largely self-contained economy, not wealthy, but economically secure. Major cash crops include corn, teff, wheat, and haricot beans. Other important sources of income include selling butter.

Based on the 2007 Census conducted by the CSA, this woreda has a total population of 107,731, of whom 52,405 are men and 55,326 women; 2,858 or 2.65% of its population are urban dwellers. The majority of the inhabitants practiced Ethiopian Orthodox Christianity, with 91.4% of the population reporting that belief, 3.86% were Protestants, and 3.21% practiced traditional beliefs.

3.2 Research Design

The major purpose of the study is to investigate the relationship between teachers' job satisfaction and school performance of secondary schools in Adiyu woreda. Hence, description research design was employed to describe the existing relationship between teachers' job satisfaction and school performance. In correlation research, researchers investigate possible relationship among variables without trying to influence those variables (John W., 2012). Furthermore, the study employed both quantitative and qualitative data collection methods.

3.3 Sources of Data

My source of data were both primary source and secondary data sources.

3.3.1 Primary Sources of Data

The researcher collected both quantitative and qualitative data from first-hand sources. The quantitative primary data was gathered from government school teachers, school leaders and woreda educational administrators by using questionnaires and interviews.

3.3.2 Secondary Sources of Data

The secondary data was obtained from annual reports of Adiyu woreda Education Office and from selected secondary schools. Thus, motivation of teachers, turnover rates of teachers and absenteeism data was collected.

3.4 Population, Sample Size, and Sampling Technique

The population of this study was 7 secondary government schools of 138 teachers, 54 school leaders and 15 woreda education office experts with total population of 207 in Adiyu woreda. The researcher selected 3 secondary government schools by using simple random sampling technique to conduct the study. The sample size of the study were 49 teachers, 18 school leaders and 15 woreda education experts which give the total population of 82. The researcher used comprehensive sampling method for all samples.

Table 1: Summary of study Population, sample seize and sampling Techniques

Sample schools	Respondents	Population	SS	ST
Bokka	Teachers	15	15	comprehensive sampling
	School leaders	6	6	comprehensive sampling
Sherada	Teachers	17	17	comprehensive sampling
	School leaders	6	6	comprehensive sampling
Mera	Teachers	17	17	comprehensive sampling
	School leaders	6	6	comprehensive sampling
Woreda Education experts		15	15	comprehensive sampling
All respondents	Teachers	49	49	comprehensive sampling
	School leaders	18	18	comprehensive sampling
	Woreda Education experts	15	15	comprehensive sampling
	Total	82	82	

3.5 Research Method

Method is a style of conducting a research work, which is determined by the nature of the problem. Thus, both quantitative and qualitative methods were employed to investigate the level of teachers' job satisfaction and school performance in secondary schools of Adiyoworeda.

3.6 Data Collection Instruments

To respond the stated research questions, and to achieve the objectives of the study, questionnaire, an interview and document were employed as an instruments to collect the data. So, using different types of instruments, helped the researcher to arrive at reliable and valid data, as well as minimizes the error by triangulation.

3.6.1 Questionnaire

The researcher had adapted questionnaire from previous researches including both close ended and open ended items for Adiyo Woreda secondary schools of 49 teachers. The questionnaire has four parts: part I- respondents' characteristics 9 questionnaires in number, part II- close-ended questions 6 items of 46 questionnaire in number for teachers' face job satisfaction, part III - closed ended items for school performance of 8 questionnaire and part IV encompass 10 open ended questions. The close ended items had five-point Likert scale ranging from strongly agrees to strongly disagree for teachers and students separately.

3.6.2 Interview Guides

The other instrument used for the collection of primary data for the study was an interview. In an interview the respondents respond or react on each semi structured questions by words one by one, then the response of each respondents 'on the items respected and considered. The instrument was conducted by the researcher to the 18 school leaders and 15 woreda education office experts at different time which helps to collect various data of teachers' job satisfaction and school performance from the respondents. It was helpful to supplement the information gathered through questionnaire, as well as for the clarification of some unforeseen and to get in-depth information.

3.6.3 Documents

The researcher was organized and gathered data from the annual reports of Adiyo Woreda education department that inform about teachers' background like the career structure improvements, experience, and qualification. In addition, from the school performance in respective of their indicators like motivation of teachers, absenteeism of teachers and turnover rate of the teachers, of three years from 2018/2019 to 2020/ 2021 had taken and analyzed. Hence, the researcher used the documents for triangulation.

3.7 Data Collection Procedures

Four phases were taken place while data was collect from the respondents. At the first phase, the researcher submitted letter that obtained from Department of Educational of Jimma University to Adiyo woreda administration. Then after communicating and discussing with the school principals, representative of the education office and teacher's association of the town to describe the objectives and importance of the research and to get permission.

Moreover the venue and convenient time to fill-out the questionnaire, to undergo interview and focus group discussions was arranged. Second, after the agreement and appointed date demarked from the respondents, the researcher and representative of the schools were assembled the respondents and would gave orientation about the objectives of the study and questionnaire at the appointed time and place. Thirdly, the researcher had distributed the paper for the respondents, collecting the questionnaire.

Finally the researcher had conducted an interview with the principals, supervisors, teachers' association coordinators and education office expertise at the appointment time and place.

3.8 Methods of Data analysis

The quantitative raw data was collected, coded, tabulated, and presented using five point Likert scale, presented by table, and interpreted by SPSS. Moreover it was analyzed by mean, frequency, percentage and Pearson correlation coefficient. The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires, interviews, and document analysis. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers, school leaders (unit leaders, principals, vice principals, and supervisors) through questionnaire (the quantitative one) was processed and analyzed using Statistical Package for Social Science (SPSS) likes tools percentage, mean and Pearson product correlation coefficient used to analyze the data. The output of the data was presented appropriately depending on the respondents' response. The end result was presented in written form and in the form of table. This is made possible owing to descriptive statistics that was appropriately used for the understanding the main characteristics of the research problems. Percentage was computed to analyze the background information of the respondents. On the other hand, the data that was obtained from open items, interviews and document analysis was analyzed qualitatively by transcribing respondents' ideas and views through narrations, descriptions and discussions. Thus, analysis of data was easier through transcribing and coding data. Finally data presentation, analysis, and interpretation, and conclusions and recommendations drawn used by analyzed data outcome

3.9 Validity and reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subjects is a core issue to assure quality of data (Yalew, 1998). The validity of the instruments was censured by expert review and guidance by the advisor. The questionnaires were checked and corrected by English and Amharic language specialist teachers to correct grammar and to check whether the translations were done properly. Moreover, the questionnaire was pilot tested at Adio woreda Kaka secondary school of 12 teachers. The respondents of the pilot test were not included in the main study. Based on respondents' response and comments additional questions were added, some are omitted and modifications were made on some other of question were undertaking. A reliability test was performed to check the consistency and accuracy of the measurement scales. The reliability of the questionnaire was checked by using cronbach alpha. The result of the cronbach alpha were found to be 0.82 which shows that standardized questions in each construct are measuring a similar concept. As suggested by Cronbach (cited by Tech-Hong and Waheed, 2011), the reliability coefficient between 0.7-0.9 are generally find to be internally consistent.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As indicated in the previous chapters, the objective of the study was to find out the relationship between teachers' job satisfaction and the school performance of secondary schools in Adiyu woreda. The descriptive statistics like mean, frequency, percentage and Pearson's correlation were employed to analyze the data.

The overall response rate for the study was 82; among them for questionnaire were 49 teachers and for the interview were 18 school leaders and 15 woreda education office experts were taken as a respondent and to ensure the reliability of data. A total of 49 questionnaires were distributed and properly filled and returned were 49(100%). Among 33 interview respondents 33(100%) had been properly participated and gave necessary information on the issue under investigation. Questionnaire and interview were translated into Amharic language.

4.1 Characteristics of the Respondents

4.1.1 Back ground Information of the Teacher Respondents

Descriptive statistics operating frequency and percentage that describe characteristics and variations among respondents of teachers presented in the table below.

Table 2: Characteristics of the respondent teachers (n=49)

No.	Factor	Category	Respondents			
			M	F	T	%
1	Gender	Male			35	71.4
		Female			14	28.6
2	Age	20-30	16	9	25	51
		31-40	12	2	14	28.6
		41-50	4	3	7	14.3
		Above 50	3	-	3	6.1
3	Qualification	None graduate	-	-	-	-
		Certificate	-	-	-	-
		College diploma	17	8	25	51
		First degree	18	6	24	49
		Master's degree	-	-	-	-
4	Experience in years	0-5	13	7	20	40.8
		6-11	11	5	16	32.7
		12-17	5	1	6	12.2
		18-24	4	1	5	10.2
		Above 25	2	-	2	4.1
5	Career Structure	Beginner	5	3	8	16.3
		Junior	8	4	12	24.5
		Teacher	6	4	10	20.4
		Higher	5	1	6	12.2
		Assistance lead	5	1	6	12.2
		Lead	3	1	4	8.2
		Higher lead I	1	-	1	2
		Higher lead II	1	-	1	2
		Higher lead III	1	-	1	2

From the above table of 49 respondent teachers, more than half of the sample 35(71.4%) were male and 14 (28.6%) of them were female teachers. Teachers' whose age ranged from 21-30 years were 25 (51%), 31-40 years were 14 (28.6%), 41-50 years were 7 (14.3%) and above 50 years were 3 (6.1 %). This shows that most of the teachers were young, who were in the stage of more productive in improvement of academic achievement of the learners as

well as improve their organization and their life as whole. Though, it is advisable to give attention to young teachers to be satisfied with their job and profession in order to produce effective and quality future generations.

The academic qualification of the teachers shown in the table was of 25 (51%) of them had college Diploma and 24 (49%) of them had Bachelor degree. This indicates that most of the teachers were under qualified and they are teaching at the school level above their capacity. The service year teachers investigated in this study from the above table was 20(40.8%) of them had an experience of 0-5 years and 29(49.2%) had more than 11 years of experience which shows the majority of teachers were well experienced.

Among their career structure, 83.7% of the teachers were experienced teachers who had good skill of teaching. So that it is possible to say they can easily understand what they teach and also they could gain know how about teaching learning process with the experience they stayed in teaching profession.

4.2 Results of the Study

4.2.1 The result of collected data from the teachers through questionnaire

Table 3: Recognition and leadership (n=49)

No	Items	Rating scale										Mean	%
		VL	%	L	%	M	%	H	%	VH	%		
		1		2		3		4		5			
1	The recognition for work done well provided from my leaders initiate me to do more and effective	3	6.1	34	69.4	11	22.4	1	2.0	-	-	2.2	44
2	The recognition given to teaching profession from the society satisfies me	19	38.8	25	51	5	10.2	-	-	-	-	1.7	34
3	I am well satisfied with the type of leadership I have been getting from school leaders	17	34.7	18	36.7	6	12.2	8	16.3	-	-	2.1	42
4	My school leaders initiates me to do my work effectively with in challenge condition	-	-	13	26.5	19	38.8	16	32.7	1	2.0	3.1	62
5	My school leaders guides me to achieve the annual educational goals specifically students' academic achievement	4	8.2	22	44.9	18	36.7	4	8.2	1	2.0	2.5	50
6	The school leaders trains, and guides me for fulfilling my professional gap	16	32.7	20	40.8	10	20.4	3	6.1	-	-	2	40
7	The feedback offered from my leaders fills my professional gaps	-	-	23	46.9	17	34.7	9	18.4	-	-	2.7	54
8	The administrative town leaders give me great recognition and value	24	49	21	42.9	3	6.1	1	2	-	-	1.6	32

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H= High (3.5-4.49) and VH= Very high (4.5-5.00).

Table 3 shows that for all items of recognition and leadership the mean value is 2.23 and only 44.6% of the respondents were satisfied with the factor. It also indicates that the level of recognition and leadership was low in which the analysis reveals 55.4% of teachers were not satisfied with the factor. Item number 3, 5 and 6 had mean of 2.1, 2.5 and 2; and percentage of 42%, 50% and 40% with cumulative percentage of 43.7 respectively which indicates leadership style itself affects teachers' job satisfaction at all. According to Parasad (2007) the type of supervision and leadership style affects job satisfaction, but the degree attached to individual differences. In employee oriented supervision and leadership style give emphasis for people and satisfies them. However the reverse is true for job oriented style. In addition, predominant view has focused on the situational context supervision and leadership as a cause of satisfaction and has argued that high-performance work practices and thus a positive working climate foster employee satisfaction (Bowen and Ostroff, 2004). Again Michael (2012) citing 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. If the workers' deem the supervisory leader unworthy and incompetent, it becomes frustrating to them, thus producing job dissatisfaction.

Item number 1, 2 and 8 had a mean of 2.2, 1.7 and 1.6; and percentage of 43%, 34% and 32% respectively with cumulative percentage of 36.3% which reveals that recognition that received from the leaders were low. Furthermore, Tsegaye (2011) conducted a research on job satisfaction status of trainers found that of the respondents were dissatisfied with the formal recognition program and accomplished by supervisors and coworkers. Thus, improving the mean value of recognition, supervision and leadership style, will improve teachers' job satisfaction.

Table 4: Salary, incentives, and fringe benefits (n=49)

No	Items	Rating scale										Mean	%
		VL	%	L	%	M	%	H	%	VH	%		
		1		2		3		4		5			
1	My salary enhances my status	21	42.9	19	38.8	7	14.3	1	2	1	2	1.8	36
2	My salary improves my commitment	21	42.9	22	44.9	5	10.2	1	2	-	-	1.7	34
3	My salary is appropriate for my experience	16	32.7	22	44.9	10	20.4	1	2	-	-	1.9	38
4	I am satisfied with the present salary	9	18.4	27	55.1	12	24.5	1	2	-	-	2.1	42
5	My salary covers all basic needs	4	8.2	29	59.2	13	26.5	3	6.1	-	-	2.3	46
6	My salary motivates me to do more	11	22.4	26	53.1	8	16.3	4	8.2	-	-	2.1	42
7	In current situation salary increment improves my job satisfaction	9	18.4	28	57.1	10	20.4	2	4.1	-	-	2.1	42
8	In current situation salary increment improves my job performance	9	18.4	25	51	11	22.4	4	8.2	-	-	2.2	44
9	I enjoy with the benefit earned from education sector as other sectors' offer to their employee	39	79.6	10	20.4	-	-	-	-	-	-	1.2	24
10	Pay incentives would not improve teacher morale	23	46.9	22	44.9	4	8.2	-	-	-	-	1.6	32
11	The house allowance, residence place provided makes me to be stable in my work area	49	100	-	-	-	-	-	-	-	-	1	20
12	My monthly salary satisfies, to participate in social affairs with confidence	2	4.1	32	65.3	13	26.5	2	4.1	-	-	2.3	46
13	The house in service goods (items) cost balances with my salary	-	-	22	44.9	19	38.8	8	16.3	-	-	2.7	54
14	I would not like to search other means of income generating activities for my life.	1	2	16	32.7	19	38.8	13	26.5	-	-	2.9	58
15	As a teacher I enjoy with many fringe benefits that offered	20	40.8	29	59.2	-	-	-	-	-	-	1.6	32

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H= High (3.5-4.49) and VH= Very high (4.5-5.00).

Regarding salary, pay incentives and fringe benefit of table 4 shows that, the mean value is 1.97 and the percentage of 39.4%. This indicates that most of the teachers were dissatisfied with this factor. Therefore, salary, pay incentives and fringe benefits were one of the predominant affecting factors for teachers' job satisfaction. Moreover, the above table illustrates that items number from 1 to 9 describe about salary related scored mean value of 2.0 and percentage of 40%, whereas for incentives and fringe benefits related items from number 10 to 15 the mean value was 1.4 and a percentage of 28%. Thus, the incentives and fringe benefits related factor more dissatisfies than salary. Gedefaw (2012) in his study indicated that government and public secondary school teachers of Addis Ababa were dissatisfied with different factors. Among those factors, salary and benefits were the most prominent one with 87.3% dissatisfaction and only 13.7% satisfaction. In addition Furnham and Eracleous (2009) depicted that an individual is satisfied with his/her work directly depends on the presence of some motivational factors such as pay, bonus, perks, and other circumstances that motivate him/her. Nirmal (2004) shows that significance of income to employees showed that higher income should lead to higher job satisfaction. Moreover, the non-financial incentives or fringe benefits touch the inner feelings or satisfaction of employees and bring out a response much more impressive than possible through financial incentives.

Table 5: Promotion and advancement related factors (n=49)

No	Items	Rating scale										Mean	%
		VL	%	L	%	M	%	H	%	VH	%		
1	I am well satisfied being promoted to a better position	-	-	3	6.1	7	14.3	26	53.1	13	26.5	4	80
2	I have high position status in the community	1	2	10	20.4	21	42.9	17	34.7	-	-	3.1	62
3	I have an opportunity to advance my education status	-	-	-	-	-	-	24	49	25	51	4.5	90
4	I am teaching in a grade and a school level that matches with my experience & qualification status.	1	2	35	71.4	5	10.2	8	16.3	-	-	2.4	48

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H= High (3.5-4.49) and VH= Very high (4.5-5.00).

The respondents' mean value in table 5 was 3.5 and percentage 70% illustrates that teachers were agree with satisfaction of their job and 70% of the teachers were satisfied with the factor. Thus, promotion and advancement were better factors to satisfy teachers in Adio worda secondary schools. Item "I have an opportunity to advance my education status" had mean of 4.5 and percentage of 89% which indicates teachers were satisfied with duration of up grading and updating programs. Tessema and Soeters (2006) found that there is a positive relationship among the promotion practices and job satisfaction.

Table 6: Organization policies and autonomy related (n=49)

No	Items	Rating scale											
		VL	%	L	%	M	%	H	%	VH	%	Mean	%
		1		2		3		4		5			
1	School policies, rules, regulations and procedures satisfies me	-	-	4	8.2	14	28.6	19	38.8	12	24.5	3.8	76
2	I have a great chance to participate in the supervisory decisions that affect my job and benefit	3	6.1	11	22.4	11	22.4	17	34.7	7	14.3	3.3	66
3	I am being empowered on my job without interference	4	8.2	20	40.8	14	34.7	7	14.3	1	2	2.6	52
4	I agree with the goals of the curriculum	-	-	-	-	19	38.8	25	51	5	10.2	3.7	74
5	I have an autonomy to accompany my work timely	-	-	8	16.3	18	36.7	18	36.7	5	10.2	3.4	68

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H= High (3.5-4.49) and VH= Very high (4.5-5.00).

The mean value and percentage of organization policies and autonomy were 3.4 and 68% respectively. This indicates that teachers in Adiyu woreda secondary schools most of the teachers were agreed with its factors. The researcher believes that the respondents had no

difference with their schools policy and autonomy depending up on their response. According to Tessema and Soeters (2006), designation without autonomy and participation is like establishing many rules but no implementation of those rules. Thus, empowerment is one of human resource practices that affect job satisfaction because every employee cannot be motivated and satisfied with financial incentives. Some people are interested in authority, self-respect and self-actualization. In addition Manzoor (2012) stated that well designed rules, policies and structures of organizations give space to the employees to work well satisfied in their job and appreciate them on their tasks fulfillment and achievements..

Table 7: Interpersonal or social relationship related (n=49)

No	Items	Rating scale											
		VL	%	L	%	M	%	H	%	VH	%	Mean	%
		1		2		3		4		5			
1	I frequently collaborate with other teacher and staff	-	-	-	-	1	2	32	65.3	16	32.7	4.3	86
2	Parents and community support my effort	1	2	20	40.8	15	30.6	13	26.5	-	-	2.8	56
3	At my school the students respect the teachers	-	-	-	-	-	-	19	38.8	30	61.8	4.6	92
4	I have good relationship with my supervisor	-	-	5	10.2	5	10.2	38	77.6	1	2	3.7	74
5	I have good relationship with my staff (co-workers)	-	-	-	-	1	2	22	44.9	26	53.1	4.5	90
6	I have good relationship with the students	-	-	1	2	-	-	21	42.9	27	55.1	4.5	90
7	I worked with the school leaders in harmony	-	-	1	2	10	20.4	26	53.1	12	24.5	4	80

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H= High (3.5-4.49) and VH= Very high (4.5-5.00).

From table 7 we observed that the mean value and percentage for all items scored 4 and 80% respectively. It indicates that 80% of teachers were agreed with factor of interpersonal or social relationship, which shows teachers were working in harmony with their students, parents, staff, co-workers, and leaders. Items 3 and 6 had the mean of 4.6 and 4.5; and percentage of 91 and 90 respectively which reveals teachers and students had a positive relationship which is important to carry out teaching learning in harmony manner. Admasu (2007) expressed that many individuals' and social need could be satisfied through favorable interactions with coworkers and managers at work. Hence, job satisfaction is significantly affected by the quality of the relationship of employees with coworkers in the work environment who might act as the role model.

Table 8: Work conditions related factors (n=49)

No	Items	Rating scale											
		VL	%	L	%	M	%	H	%	VH	%	Mean	%
		1		2		3		4		5			
1	I am satisfied with the priorities and direction of my school	2	4.1	11	22.4	13	26.5	21	42.9	2	4.1	3.2	64
2	I have adequate & available information enables me to do my job	-	-	4	8.2	16	32.7	20	40.8	9	18.4	3.7	74
3	I have adequate & available resources enables me to do my job	16	32.7	32	65.3	1	2	-	-	-	-	1.7	34
4	The amount of work I am expected to do on my job is reasonable	-	-	-	-	7	14.3	30	61.2	12	24.5	4.1	82
5	The physical working conditions & working environment is safe & very good	5	10.2	19	38.8	8	16.3	15	30.6	2	4.1	2.8	56
6	The school give me flexible working schedules	12	24.5	27	55.1	8	16.3	2	4.1	-	-	2	40
7	I am satisfied with my work load with in my department	-	-	6	12.2	15	30.6	20	40.8	8	16.3	3.6	72

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H= High (3.5-4.49) and VH= Very high (4.5-5.00).

Table 8 of the combined mean had 3 and percentage of 60% that reveals that the respondent could not decide on this factor. On items 3 and 6 the mean was 1.7 and 2; and percentage of 34 and 40 respectively which reveals that teachers were dissatisfied with distribution of resources and preparation of working schedule in the school. Oshagbemi (2000) stated that

job satisfaction might be motivated by the nature of the job which is pervasive and peculiar and the working conditions that are similar to local and international standard.

Table 9: The general level of school performance (n=49)

No	Items	Rating scale											Mean	%
		VL	%	L	%	M	%	H	%	VH	%			
		1		2		3		4		5				
1	I am feeling success in my school performance in case of my learners result improvement in learners' day to day activities.	23	46.9	23	46.9	3	6.1	-	-	-	-	1.6	32	
2	I place top priority on student academic achievement.	11	22.4	16	32.7	8	16.3	9	18.4	5	10.2	2.6	52	
3	The students' enrollment rate was excellent	-	-	3	6.1	13	26.5	23	46.9	10	20.4	3.8	76	
4	The students' completion rate was excellent	13	26.5	19	38.8	12	24.5	4	8.2	1	2	2.2	44	
5	The students' academic result in national, and school grade level was excellent	18	36.7	27	55.1	4	8.2	-	-	-	-	1.7	34	
6	Females promotion rate was very high	11	22.4	26	53.1	8	16.3	4	8.2	-	-	2.1	42	
7	Students dropout rate was declining	18	36.7	27	55.1	4	8.2	-	-	-	-	1.7	34	
8	Students repetition rate was declining	15	30.6	28	57.1	6	12.2	-	-	-	-	1.8	36	

Use for mean; VL= Very low (0.00-1.49), H= Low (1.5-2.49), M= Moderate (2.5-3.49), H=High (3.5-4.49) and VH= Very high (4.5-5.00).

Table 9 of the general level of the school performance reveals that the mean were 2.2 and percentage of 44% which showed the performance of the school was low and the respondents were disagree with successfulness of their school performance. The response of open ended question revealed that due to less motivation and commitment of the teachers, school performance is declining day to day occasions.

The overall job satisfaction among Adiywo woreda secondary school teachers was obtained by an item “your general level of satisfaction with teaching job” teachers were responded as follows:

Table 10: General level of teachers’ job satisfaction (n=49)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	15	27.8	30.6	30.6
	Low	21	38.9	42.9	73.5
	Moderate	6	11.1	12.2	85.7
	High	5	9.3	10.2	95.9
	Very high	2	3.7	4.1	100.0
	Total	49	90.7	100.0	
Total		54	100.0		

Table 10 shows that 73.5% of teachers in the Adiywo woreda secondary schools were both under very much dissatisfied and dissatisfied with a cumulative percentage. However the percentage of satisfied was only 26.5% and very much satisfied was 2% which reveals that the satisfaction percentage of the teachers were very low. Even the response of interview from the teachers shows that they were unstable with this profession and then they were

seeking other office job opportunity rather than hopefully performing their given activities and tasks from their school. As response interview from the woreda education office experts reveal that the turnover rate of the teachers in the woreda were very high every year; which reveals that teachers in the woreda were not stable to carry out their professional job. As interviews' response of school leaders, teachers were not motivated to carry out given activities and tasks which were key ways to accomplish the goal of a school. Therefore great attention is required to ensure job satisfaction of Adiywo woreda teachers in order to maximize the performance of the secondary schools.

Table 11: The rank order of factors affecting teachers' job satisfaction

No	Factors	Rank
1	Incentives and fringe benefits	1 st
2	Salary payment scale	2 nd
3	Recognition	3 rd
4	Leadership	4 th
5	Work conditions	5 th
6	Organization policies	6 th
7	Promotion and advancement	7 th
8	Interpersonal relationship	8 th
9	Students' discipline	9 th
10	Time slot	10 th

Table 11 shows Incentives and fringe benefits were the 1st rank of dissatisfying factor teachers at Adiywo woreda secondary school teachers; the next rank was Salary payment scale of teaching profession. Based on the rank order the researcher categorizes the factors in to three groups. The first group the most dissatisfying factors that need attention which ordered from 1st to 3rd rank, the second group dissatisfying factors which ordered from 4th to 6th, the last group 7th to 10th is relatively satisfying factors.

4.2.2 Analysis of Interview of School Leaders and Adiyu Woreda Education Experts

The frequently responded responses of an interview were analyzed below:

Interviewee 1: How do you understand and define teachers' job satisfaction in your school/cluster/sector?

Responds: - Teachers' job satisfaction is devotion and motivation of teachers in performing their activity to achieve the mission, vision and value of the school mainly in increasing academic achievement of the students.

Teachers' job satisfaction is high interest of teachers to their teaching profession in avoiding absenteeism and turnover in case sustaining at their job of teaching.

Interviewee 2: Would you give me indicators of satisfied?

Responds: - Indicators of satisfied teachers were less turnover, not absenteeism, punctuality, motivation in profession and high achievement of students.

Interviewee 3: Do you think teachers of your school or clustered schools or sector properly know and understand the goals, performance indicators and challenges of current annual plan? Please explain

Responds: - Most of the teachers are not happy even to prepare annual plan as well as lesson plan: they don't understand the challenges rather than complaining up on the challenges faced during the time of different activities in accomplishing the goal of the school.

Interviewee 4: Do you think teachers of your school or clustered schools or sector exert high level of their effort on behalf of the schools to minimize educational wastages and improve students' academic achievement? Please explain

Responds: - No. Focus is not giving in using full effort in order to ensure the academic achievement of the learners' rather political saying simply to ensure quality of education without using full effort.

Interviewee 5: Do you think most of the teachers in your school or clustered schools or sector have strong desire to stay and working in the profession and administrative woreda? Yes _____ No _____. If your answer is no, please justify.

Responds: No. Most of them don't want to stay to teaching profession as well as education sector if they get another opportunity. They complain by lack of fringe benefits, house allowance and unbalance between their salary and current life expensiveness.

Interviewee 6: What are the major factors affecting teachers' job satisfaction in your school or clustered or sector schools?

Responds: Some of the factors affecting teachers' job satisfaction were incentives, fringe benefits, and school administration system, less quality focus of governments (local, zonal regional and country).

4.2.4 Analysis of Document

Analysis of consecutive three years of data of teachers and students which concerns teachers' job satisfaction was analyzed here at the table below:

Table 12: Document analysis

No	Items	Academic years		
		2018/19	2019/20	2020/21
1	Promotion rate of students	70.6%	69.4%	66.3%
2	Dropout rate of students	5.2%	4.6%	6.9%
3	Absenteeism of teachers	12%	19%	27%
4	Turnover of teachers	7%	9%	13%

Based the above table analysis of document of item 1, the internal efficiency of the school due to promotion rate of the students were decreased from 70.6% to 66.3% which showed for decrement of the result of the learners as of stakeholders are accountable also the teachers might take some part as stakeholder too.

Item 2 of dropout rate of the student was increased from 5.2% to 6.9% which showed that there was wastage to education system; so that regular attendance and follow up needs to overcome the rate of dropout based on the qualitative report of Adiyoo education office of 2020/21. Item 3 of data of absenteeism of teachers were increased from 12% to 27% per three consecutive years; this showed that teachers were not interested by their job hence they were not punctual and present at their school at work time. In case there was wastage of education at the schools of the woreda.

Item 4 of turnover of teachers were increased from 7% to 13% per three consecutive years; this revealed that teachers were not sustaining at their job hence there were turnover. As of the teachers were seeking other job opportunity to lead their life they might not be committed and interested by their current job of teaching.

4.3 The Relationship between Teachers’ Job Satisfaction and School Performance

Table 13: The relationship between teachers’ job satisfaction and school performance

Correlation Statistics

		General level of teachers job satisfaction	General level of school performance
General level of teachers job satisfaction	Pearson Correlation	1	.587**
	Sig. (2-tailed)		.000
	N	49	49
General level of school performance	Pearson Correlation	.587**	1
	Sig. (2-tailed)	.000	
	N	49	49

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

Table 15 showed that, there is a significant relationship between teachers' job satisfaction and school performance because the Sig. 2-tailed level is .000 and the relationship is a positive 58.7% which means that as one variable goes up or down so will the other one. This implies that, the improvement of teachers' job satisfaction will improve the school performance at Adiyo woreda secondary schools.

As response collected from school leaders by interview more respondents believe that if the job satisfaction of teachers improves, the level of schools could also improve. Almost all of Adiyo woreda secondary schools teachers on open ended questionnaire showed that if they motivate with their job they can maximize the level of their schools. In addition, Gudisa (2012) concluded that low level of TVET college performance happened as a result of high dissatisfaction in their job and motivation. The survey research resulted in teachers related source of job satisfaction seem to have a greater impact on teaching performance.

As teachers become dissatisfied with the education policies and administration, pay and fringe benefits, material rewards and advancement decline in their performance (Ololube, 2006). Therefore, highly motivated and satisfied teachers can create a good social, psychological and physical climate in the classroom (Fred and Allan, 2008).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, conclusions, and recommendations of the study.

5.1 Summary

The purpose of this study was to find out the relationship between teachers' job satisfaction and the school performance of secondary schools in Adiyu woreda. Both quantitative and qualitative methods were employed to investigate the level of teachers' job satisfaction and school performance in secondary schools of Adiyu woreda. The population of this study was 7 secondary government schools of 138 teachers, 54 school leaders and 15 woreda education office experts with total population of 207. The researcher selected 3 secondary government schools by using simple random sampling technique to conduct the study. The sample size of the study were 49 teachers, 18 school leaders and 15 woreda education experts which give the total population of 82. The researcher used comprehensive sampling method for all samples. To respond the stated research questions, and to achieve the objectives of the study, questionnaire, an interview and document were employed as an instruments to collect the data. The quantitative raw data was collected, coded, tabulated, and presented using five point Likert scale, presented by table, and interpreted by SPSS; and was analyzed by mean, frequency, percentage and Pearson correlation coefficient. The collected data were analyzed both quantitatively and qualitatively. Major findings of the study that might answer the basic questions of the study were summarized.

Findings related to the level of teachers' job satisfaction in secondary schools of Adiyu woreda 7The level of teachers' job satisfaction of very low which reveals that most of Adiyu woreda secondary school teachers were dissatisfied with their job. As open ended response of teachers shows that unmotivated teachers can't accomplish the intended goal of their school. Therefore, without accomplishment of school's goal the performance of the school might not be improved. This indicates that more motivated teachers can perform their tasks and activities which were given from their school that can be maximize the performance of the school.

Findings related to the level of schools' performance in Adiyu woreda secondary schools.

The level of school performance were low which were below challenges to accomplish the intended goals of the school. The data gained from woreda education office revealed that performance of the school is declining day to day through result of national examination, drop out of the students and increment of repetition rate even in the class examination. Not only learners drop out but also there was high turnover rate of teachers in the Adiyo woreda secondary schools which shows teachers were not satisfied with their job at a woreda and they were unstable at their working areas as much as possible.

Absenteeism of teachers was increased from 12% to 27% per three consecutive years; this showed that teachers were not interested by their job hence they were not punctual and present at their school at work time. In case there was wastage of education at the schools of the woreda.

Turnover of teachers were increased from 7% to 13% per three consecutive years; this revealed that teachers were not sustaining at their job hence there were turnover. As of the teachers were seeking other job opportunity to lead their life they might not be committed and interested by their current job of teaching.

Findings related to the relation between teachers' job satisfaction and school performance

There is a significant relationship between teachers' job satisfaction and school performance hence there were high relationship between teachers' job satisfaction and school performance as one variable goes up or down so will the other one. It means that as teachers' job satisfaction increases similarly the level of school performance will be increases; in open ended questionnaire of the teachers response they revealed that motivated teachers have a great power to achieve the intended goal of their school; so that it can be concluded that job satisfaction has direct relation with school performance.

5.2 Conclusions

The study was carried out to achieve basic objective and answer research questions of relation between teachers' job satisfaction and school performance, the level of school performance and how teachers' job satisfaction affects school performance.

To carry out the study, data collection instruments like questionnaire and document analysis from Adiyo woreda education office reports were gathered and tabulated. The study was carried out on Adiyo woreda secondary school students, teachers, school leaders and woreda education office expertise.

Based on the result of the study, the satisfaction level of teachers were founded as low hence there were absenteeism of teachers, less motivation of teachers for their main job of teaching and there is turnover of teachers that did not sustain their job.

As of the academic achievement of the students were low due to drop out of the learners, less promotion rate and also less motivation of teachers to increase the academic achievement of the students.

5.2. Recommendations

Based on the findings and conclusions from the study, the following recommendations were given. The researcher recommend that if the job satisfaction of teachers improve, the school performance can be improved; so concerned bodies like school leaders, society and Adiyo woreda education office should focus on improvement of teachers' job satisfaction which leads to improvisation of school performance.

This study suggest that school leaders and Adiyo woreda education office should give more attention in allocating budget for teachers' incentives and fringe benefits like house allowance, tutorial fee and experience sharing per diem.

This study recommend that school leaders and Adiyo woreda education office should recognize hard worker teachers and also should reward effective workers in order to ensure job satisfaction of teachers which leads to improve school performance in competition manner. The researcher recommend that School leaders, Adiyo woreda education office and Adiyo woreda administrative office should create competition work sprit between the teachers by offering award and recognition which can motivate the teachers toward their job; in case the performance of the school can improve.

The researcher recommended that school society, school leaders, woreda education office and woreda administrative office should have given attention toward teachers' job satisfaction by creating convenient condition relatively with other neighbor woredas in order to grasp the teachers' motivation toward improvement of performance of the school.

The researcher recommends that it is better that if the schools create attractive school compound to grasp the attention of teachers in order to overcome absenteeism of teachers from the school to improve the performance of the school.

The researcher recommends that it is better that if Adiyo woreda governments create good work condition like residential land for the teachers in order to overcome turnover rate of the teachers by sustaining them at the workplace to ensure the performance of the school.

The researcher recommends that it is better that if the zonal and regional governments prepare motivational trainings and other capacity building trainings to increase motivational spirit of teachers in case school performance might be improved.

The researcher recommends that it is better that if the federal government gives attention to teachers by fringe benefits, different allowances, giving recognition and refresh the mind of teachers by trainings which might sustain teachers in teaching profession.

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Appendixes

Appendix A: A questionnaire to be filled by teachers

General Direction

The main purpose of this questionnaire is to collect data about your job satisfaction and school performance which uses to conduct my MA thesis studies. The results may help you to clarify the aspects of job that most directly contribute to the relationship between teachers' job satisfaction and school performance as well as the factors affecting it. In addition it may help to recommend the necessary solution for the challenges observed. To obtain the reliable and valid information for the research your open and genuine information is highly appreciated. There are no right and wrong answers; what is needed from you is to show the level of your personal opinion in each item.

This questionnaire has four parts. The first part deals with personal information of the respondents, part two deals with close ended questions of five point Likert scale about job satisfaction factors, the next part contains close ended questions about School Performance/achievement and finally part four will be presented with open ended question. Each part has its own instruction. Please read each item carefully and give your response accordingly.

Thank you with great for your cooperation!

Part II. Specific Items on Different Job Satisfaction Factors

Note: Using the scale 1- Very low, 2- Low, 3- Moderate, 4- High, 5- Very high five point Likert scale rate your level of satisfaction with the following aspects of teachers job. Please use tick (√) mark under any preference that represents the scale you choose.

No	Items	1	2	3	4	5
1	Leadership and Recognition					
1.1	The recognition for work done well provided from my leaders initiate me to do more and effective					
1.2	The recognition given to teaching profession from the society satisfies me					
1.3	I am well satisfied with the type of leadership I have been getting from school leaders					
1.4	My school leaders initiates me to do my work effectively with in challenge condition					
1.5	My school leaders guides me to achieve the annual educational goals specifically students' academic achievement					
1.6	The school leaders trains, and guides me for fulfilling my professional gap					
1.7	The feedback offered from my leaders fills my professional gaps					
1.8	The administrative town leaders give me great recognition and value					
2	Salary, incentives, and fringe Benefits					
2.1	My salary enhances my status					
2.2	My salary improves my commitment					
2.3	My salary is appropriate for my experience					
2.4	I am satisfied with the present salary					

Note: Use “√” 1- Very low, 2- Low, 3- Moderate, 4- High, 5- Very high

2.5	My salary covers all basic needs					
2.6	My salary motivates me to do more					
2.7	In current situation salary increment improves my job satisfaction					
2.8	In current situation salary increment improves my job performance					
2.9	I enjoy with the benefit earned from education sector as other sectors' offer to their employee					
2.10	Pay incentives would not improve teacher morale					
2.11	The house allowance, residence place provided makes me to be stable in my work area					
2.12	My monthly salary satisfies, to participate in social affairs with confidence					
2.13	The house in service goods (items) cost balances with my salary					
2.14	I would like to search other means of income generating activities for my life					
2.15	As a teacher I enjoy with many fringe benefits that offered					
3	Promotion and Advancement Related					
3.1	I am well satisfied being promoted to a better position					
3.2	I have high position status in the community					
3.3	I have an opportunity to advance my education status					
3.4	I am teaching in a grade and a school level that matches with my experience & qualification status.					

Note: Use “√” - 1-Very low, 2- Low, 3- Moderate, 4- High, 5- Very high

No	Items	1	2	3	4	5
4	Organization Policies and Autonomy					
4.1	School policies, rules, regulations and procedures satisfies me					
4.2	I have a great chance to participate in the supervisory decisions that affect my job and benefit					
4.3	I am being empowered on my job without interference					
4.4	I agree with the goals of the curriculum					
4.5	I have an autonomy to accompany my work timely					
5	Interpersonal/ Social Relations					
5.1	I frequently collaborate with other teacher and staff					
5.2	Parents and community support my effort					
5.3	At my school the students respect the teachers					
5.4	I have good relationship with my supervisor					
5.5	I have good relationship with my staff (co-workers)					
5.6	I have good relationship with the students					
5.7	I worked with the school leaders in harmony					

Note: Use “√” **1-Very low, 2- Low, 3- Moderate, 4- High, 5- Very high**

No	Items	1	2	3	4	5
6	Work Conditions					
6.1	I am satisfied with the priorities and direction of my school					
6.2	I have adequate & available information enables me to do my job					
6.3	I have adequate & available resources enables me to do my job					
6.4	The amount of work I am expected to do on my job is reasonable					
6.5	The physical working conditions & working environment is safe & very good					
6.6	The school give me flexible working schedules					
6.7	I am satisfied with my work load with in my department					

Part III. School Performance, Achievement

Note: Use “√” **1-Very low, 2- Low, 3- Moderate, 4- High, 5- Very high**

No	Items	1	2	3	4	5
1	I am feeling success in my school performance in case of my learners result improvement in learners’ day to day activities.					
2	I place top priority on student academic achievement.					
3	The students’ enrollment rate was excellent					
4	The students’ completion rate was excellent					
5	The students’ academic result in national, and school grade level was excellent					
6	Females promotion rate was very high					
7	Students dropout rate was declining					
8	Students repetition rate was declining					

Part IV. Open ended questions

This part will present the open ended questions to investigate the general teachers' job satisfaction. Please respond the items accordingly.

1. Would you like to teach at the same position?

- 1) Yes 2) No 3) Not determined 4) Since I have no option

2. Your general level of satisfaction with teaching job

- 1) Very much dissatisfied 2) Dissatisfied 3) Moderate
4) Satisfied 5) Very much satisfied

Please state the reason why you react to your choice?

3. My school was successful in its performance

- 1) Strongly disagree 2) disagree 3) undecided 4) agree 5) strongly agree

Justify _____

4. Which is the best about being a teacher? 1)The students 2) time schedule

- 3) The pay scale 4) the respect which you get from the students and society

Justify your choice _____

5. Prioritize what dissatisfies of being in the teaching profession? Prioritize them according to their extent of dissatisfaction

- 1) Salary pay scale 2) students' discipline 3) Shortage of time
4) Incentives and fringe benefits 5) Recognition 6) Interpersonal relation
7) Promotion and advancement 8) Organization policies
9) Leadership style 10) Work condition

1st. _____ 2nd. _____ 3rd. _____ 4th. _____ 5th. _____ 6th. _____ 7th. _____
8th. _____ 9th. _____ 10th. _____

6. Are there any other factors that affect your job satisfaction?

7. What are the ways to improve students' performance, and minimize educational wastages (drop- out rates, completion and repetition rates) in the present circumstances

8. How teachers improve their job satisfaction in their staff, as their own profession

9. What kind of mechanisms would you suggest to attract persons to teaching profession

10. How do you perceive teachers life satisfaction with other office or sector workers

Thank you with regards!

Appendix B: Interviews prepared for school leaders and woreda education office experts.

Purpose: this interview is prepared for school principals, supervisors, education office experts and teachers' association coordinators to find out relationship between teachers' job satisfaction and school performance. The result of this instrument may be used to supplement the data gathered from the analysis from the questionnaire as they are school leaders.

1. How do you understand and define teachers' job satisfaction in your school/cluster/sector?
2. Would you give me indicators of satisfied and dissatisfied teachers?
3. Do you think teachers of your school or clustered schools or sector properly know and understand the goals, performance indicators and challenges of current annual plan? Please explain
4. Do you think teachers of your school or clustered schools or sector exert high level of their effort on behalf of the schools to minimize educational wastages and improve students' academic achievement? Please explain
5. Do you think most of the teachers in your school or clustered schools or sector have strong desire to stay and working in the profession and administrative woreda?

Yes _____ No _____. If your answer is no, please justify.

6. What are the major factors affecting teachers' job satisfaction in your school or clustered or sector schools?

Thank you with regards!

Appendix C: Document

Purpose: it is helpful to support the study by gaining three consecutive year documents that are related with teachers' job satisfaction. Therefore, the following data will be analyzed in percentage.

No	Items	Academic years		
		2018/19	2019/20	2020/21
1	Promotion rate of students			
2	Dropout rate of students			
3	Absenteeism of teachers			
4	Turnover of teachers			

መግለጫዎች

ጅማ ዩኒቨርሲቲ

ድህረ ምረቃ ትምህርት ቤት

ትምህርትና ሥነ ባህሪ ኮሌጅ

የትምህርት ዕቅድና አመራር ትምህርት ክፍል

የትምህርት ቤት አመራር ፕሮግራም (2ኛ ዲግሪ)

መግለጫ ሀ: በመምህራን የሚሞላ የፅሁፍ መጠይቅ

አጠቃላይ ማሳያ

ዋነኛው የዚህ መጠይቅ ዓላማው ስለ መምህራን በሥራ እርካታ እና የትምህርት ቤት አፈፃፀም ከመምህራን መረጃ ለማግኘት ነው። በዚህ መጠይቅ በማስተማር ሞያዎ እንዲረኩ ወይም እንዳይረኩ የሚያደርጉ ሁኔታዎችን እንዲለዩ ይረዳል።

ይህ ጥናት ሲጠናቀቅ ስለመምህራን የሥራ ላይ እርካታ እና የትምህርት ቤት አፈፃፀም ግኑኝነት እንዲሁም የመምህራን የሥራ ላይ እርካታ እና የትምህርት ቤት አፈፃፀም ተፅዕኖች ላይ ትኩረት በመስጠት ለሚመለከታቸው አካላት ክፍተቱን በማሳየት መምህራን ተጠቃሚ ሊሆኑ ይችላሉ ተብሎ ይታሰባል። ጥናቱን ውጤታማ ለማድረግ እና ትክክለኛውን መረጃ ለማግኘት እርሶ የሚሰጡት ቀና የሆነ እና ግልፅ ምላሻ ሚና እጅግ በጣም ከፍተኛ ነው። በዚህ መጠይቅ የሚሰጡ መልሶች ትክክል ናቸው ወይም አይደሉም ማለት ይከብዳል። በዋናነት የሚፈለገው ለእያንዳንዱ ጥያቄ የግል አስተያየትዎን በቀናነት ማስቀመጥዎ ብቻ ነው።

የዚህ ጥናት ለመምህራን የሚቀርቡ አራት የመጠይቅ ክፍሎች አሉት። ክፍል አንድ ስለግለታርከዎ# ክፍል ሁለት የተለያዩ የሥራ እርካታ ተፅዕኖች# ክፍል ሦስት የትምህርት ቤት ብቃት (አፈፃፀም) እና ክፍል አራት መላሾቹ ሳይገደቡ መልስ የሚሰጡበት ጥያቄዎች ናቸው። እባክዎን ጥያቄዎቹን በጥሞና ካነበቡ በኋላ እንደየአጠያይቃቸው እንዲመልሱ በታላቅ አክብሮት እጠይቃለሁ!

ስለትብብርዎ ከልብ አመሰግናለሁ!

1	አመራር እና እውቅና ማግኘት					
1.1	ከሥራ አለቆች ለሠራሁት የተሻለ አፈፃፀም የሚሰጠኝ እውቅና የበለጠ እንዲሠራ እና ውጤታማ እንዲሆን ያበረታታኛል					
1.2	ለማስተማሪያ ምያ ከአካባቢ ማህበረሰብ እየተሰጠ ያለው እውቅና እንዲረከብኝ አድርጎኛል					
1.3	ከትምህርት ቤቱ ሱፐርቫይዘር የማገኘው የአስተዳደር ዓይነት ወይም ስልት አርክቶኛል					
1.4	በተግዳሮት ውስጥ ሥራዎቼን በውጤታማ ሁኔታ እንዲያከናውን የትምህርት ቤት አመራሮቼ ያነሳሱኛል					
1.5	የትምህርት ቤቱን ግብ በይበልጥም የተማሪዎቻችን ውጤታማነት እንዲያሳካ የትምህርት ቤት አመራሮቼ አቅጣጫ ይሰጡኛል					
1.6	የማስተማር ምያ ክፍተቶቼን እንዲደፍን የትምህርት ቤት አመራሮቼ ያስለጥኑኛል አቅጣጫም ያሳዩኛል					
1.7	አመራሮቼ የሚሰጡኝ ግብረ መልሶች ክፍተቶቼን ይሞሉልኛል					
1.8	የወረዳው አመራር ለሥራዎቼ እውቅና እና ዋጋ/ክብደት ይሰጣሉ					
2	ደመወዝ# ማበርታቻ እና ተጨማሪ ጥቅማጥቅም					
2.1	የሚከፈለኝ ደመወዝ ባለሞገስ አድርጎኛል					
2.2	የሚከፈለኝ ደመወዝ ለሥራ ዝግጁነት ጨምሮብኛል					
2.3	የሚከፈለኝ ደመወዝ ከሥራ ልምዴ ጋር ተመጣጣኝ ነው					
2.5	የሚከፈለኝ ደመወዝ መሠረታዊ ፍላጎቶቼን እንዲያሟላ አስችሎኛል					
2.6	የሚከፈለኝ ደመወዝ የበለጠ እንዲሠራ ያነሳሳኛል					
2.7	በአሁኑ ወቅት እየተጨመረ ያለው የደመወዝ ጭማሪ በሥራዬ እርካታ እንዲጨምርብኝ አድርጎኛል					

ማስተታወሻ: ይህን ምልክት ይጠቀሙ “√” 1- በጣም ዝቅተኛ 2- ዝቅተኛ 3- መካከለኛ 4- ከፍተኛ 5- በጣም ከፍተኛ

ተ.ቁ	የትኩረት ነጥቦች	1	2	3	4	5
2.8	በአሁኑ ወቅት እየተጨመረ ያለው የደመወዝ ጭማሪ የሥራዬ ብቃት እንዲጨምርብኝ አድርጎኛል					
2.9	ሌሎች ሰክተሮች ለሠራተኞቻቸው እንደምሰጡ ጥቅማጥቅም የእኔም ሰክተር መሥሪያ ቤት በሚያደርግልኝ ጥቅማጥቅም ደስተኝነኝ					
2.10	ማበርታቻ መክፈል የመ/ራንን የሥራ ወኔ እንዲጨምር አያደርግም					
2.11	የሚሰጠኝ የቤት ኪራይ ክፍያ ሆነ የመኖሪያ ቤት ቦታ ሁኔታ በሥራ ቦታዬ ተረጋግቼ እንዲሠራ አድርጎኛል					
2.12	የሚከፈለኝ ወራዊ ደመወዝ በማህበራዊ ኑሮ በሙሉ ልብ ለመሳተፍ ያስችለኛል					
2.13	የቤት ቁሳቁስ ዋጋዎች ከማገኘው ደመወዝ ጋር ተመጣጣኝ ነው					
2.14	ኑሮ ለመቋቋም ከደመወዝ ሌላ ተጨማሪ የገቢ ማግኛ መንገድ ማፈለግ አለብኝ					
2.15	እንደ መምህር በሚሰጠኝ ተጨማሪ ጥቅማጥቅም ራሴን አዝናናለሁ እደሰታለሁ					
3	የደረጃ እና የማዕረግ ዕድገት					
3.1	የተሻለ ማዕረግ በማግኘቴ በጣም ደስተኛ ሆኛለሁ					
3.2	በሚሰራው ምያ በአካባቢ ከፍተኛ ቦታ ይሰጠኛል					

4	የተቋም መመሪያ እና መተዳደሪያ ደንብ					
4.1	የትምህርት ቤቱ መመሪያ#ውስጠ ደንብ እና ሥርዓት ያረካኛል					
4.2	ተግባራትን እና ጥቅማጥቅሜን በሚያደናቅፉ ሁኔታዎች ዙሪያ በውሳኔ አሰጣጥ ላይ ተሳትፎ ሀሳብ ለመስጠት ሰፊ ዕድል አለኝ					

ማስተታወሻ: ይህን ምልክት ይጠቀሙ “√” 1- በጣም ዝቅተኛ 2- ዝቅተኛ 3- መካከለኛ 4- ከፍተኛ 5- በጣም ከፍተኛ

ተ.ቁ	የትኩረት ነጥቦች	1	2	3	4	5
4.3	ያለምንም ጣልቃ ገብ ለሥራዬ በራሴ ኃላፊነት ይሰማኛል					
4.4	በሥርዓተ ትምህርቱ ግብ እስማማለሁ					
4.5	ተግባራትን በተቀመጠው ጊዜ ገደብ የሚያጠናቅቅበት ሥርዓት አለ					
5	ማህበራዊ ተግባሮች					
5.1	አብዛኛውን ጊዜ ከሌሎች መምህራን እና የስታፍ አባላት ጋር በህብረት አሳልፋለሁ					
5.2	የተማሪዎች ወላጆች እና የአካባቢ ማህበረሰብ በማደርጋቸው ትግሎች ሁሉ ክእኔ ጋር ይሳተፋሉ					
5.3	የማስተምርበት ትምህርት ቤት ተማሪዎች መምህራንን ያከብራሉ					
5.4	ከሱፐርቫይዘሬ ጋር መልካም ተግባሮች አለኝ					
5.5	ከስታፍ መምህራን ጋር መልካም ተግባሮች አለኝ					
5.6	ከማስተምራቸው ተማሪዎች ጋር መልካም ተግባሮች አለኝ					
5.7	ከትምህርት ቤቱ አመራር ጋር ተስማምቼ እሰራለሁ					
6	የሥራ ሁኔታ					
6.1	ትምህርት ቤቱ ለይቶ ባስቀመጣቸው መሠራት ላለባቸው የትኩረት ነጥቦች እና ማሳያዎች ረክቻለሁ					
6.2	ሥራዎቼን በትክክል እንዲያከናውን የሚረዱኝ በቂ መረጃዎች አሉኝ					
6.3	ሥራዎቼን በትክክል እንዲያከናውን የሚረዱኝ በቂ የትምህርት ቁሳቁሶች ከትምህርት ቤቱ አገኛለሁ					
6.4	የሚሰጠኝ የሥራ ጫና ተገቢ እና ምክንያታዊ ነው					
6.5	ውጫዊ አካባቢ የሥራ ሁኔታዎች በጣም ምቹ እና አስማማኝ ናቸው					
6.6	ትምህርት ቤቱ እንደ ሁኔታው ሊቀየር የሚችል የሥራ ፕሮግራም በመስጠት ያሰራኛል					
6.7	ከትምህርት ክፍሌ በተሰጠኝ የሥራ ድርሻ እረካባለሁ					

ክፍል . የትምህርት ቤት ብቃት (አፈፃፀም)

ማስተታወሻ: ይህን ምልክት ይጠቀሙ “√” 1- በጣም ዝቅተኛ 2- ዝቅተኛ 3- መካከለኛ 4- ከፍተኛ 5- በጣም ከፍተኛ

ተ.ቁ	የትኩረትነጥቦች	1	2	3	4	5
1	የትምህርት ቤቱን አፈፃፀም ሳይ የተማሪዎቹ ውጤት ከቀን ወደ ቀን እየተሻሻለ በመሆኑ ውጤታማነት ይሰማኛል					
2	ቀዳሚ የትኩረት ነጥቤ የተማሪ ውጤት መሻሻል ነው					
3	የተማሪዎች የትምህርት ተሳትፎ ምጣኔ ከፍተኛ ነው					
4	የተማሪዎች ትምህርት የማጠናቀቅ ሁኔታ ከፍተኛ ነው					
5	የአገር አቀፍም ሆነ የክፍል ፈተና የተማሪዎች ውጤት ከፍተኛ ነው					
6	የሴት ተማሪዎች መጠነ ማለፍ ምጣኔ ከፍተኛ ነው					
7	የአቋራጭ ተማሪዎች ምጣኔ እየቀነሰ ነው					
8	የደጋሚ ተማሪዎች ምጣኔ እየቀነሰ ነው					

ክፍል III. መላሾች ሳይገደቡ የሚመልሱት ጥያቄዎች (Open ended questions)

የዚህ ክፍል መጠይቅ የመምህራንን አጠቃላይ የሥራ ርካታ መረጃዎችን ለመሰብሰብ ታስቦ የተዘጋጀ ነው። እባክዎን ጥያቄዎቹን እንደየአጠያየቃቸው እንዲመልሱ በአክብሮት እጠይቃለሁ።

1. በተመሳሳይ የስራ ደረጃ ማስተማር ይወዳሉ?
 - 1) አዎ 2) አይደለም 3) ለመወሰን ይከብዳል 4) አማራጭ ስለሌለኝ
2. በማስተማር ሞያ ያለዎት የሥራ ርካታ ደረጃ
 - 1) በጣም ያልረካ 2) ያልረካ 3) መሀከለኛ
 - 4) የረካ 5) በጣም የረካ

እባክዎን የመረጡበትን ምክንያት ይግለጹ

3. ትምህርት ቤቱ በአፈፃፀሙ ውጤታማ ነው 1) በጣም አልሰማምም 2) አልሰማምም 3) ለመወሰን ይከብዳል 4) እሰማማለሁ 5) በጣም እሰማማለሁ
 እባክዎን የመረጡበትን ምክንያት ይግለፁ

4. ከሚከተሉት መካከል መምህር በመሆንዎ ጥሩ ነው የምሉት ነገር ምንድን ነው?
 1) ከተማሪዎች ጋር መሆኔ 2) የጊዜ አደላደል 3) የደመወዝ ስኬል
 4) ከተማሪዎች እና ከህብረተሰቡ የማገኘው ክብር
 እባክዎን የመረጡበትን ምክንያት ይግለፁ

5. ከዚህ በታች በማስተማር ሞያ ላለመርካት መንስኤ ይሆናሉ ተብሎ የተገመቱ ነገሮች ተቀምጧል። እባክዎን ባለመርካት ቅደም ተከተል ያስቀምጡ
 1) የደመወዝ ስኬል 2) የተማሪዎች ስነምግባር 3) የጊዜ እጥረት 4) ማበርታቻ እና ጥቅማጥቅም
 5) እውቅና ማግኘት 6) ተግባቦት 7) የአመራሪነት ስልት 8) የስራ ሁኔታ 9) የደረጃ እና የማዕረግ ዕድገት
 10) የተቋም መመሪያ
 1ኛ. ____ 2ኛ. ____ 3ኛ. ____ 4ኛ. ____ 5ኛ. ____ 6ኛ. ____ 7ኛ. ____ 8ኛ. ____ 9ኛ. ____ 10ኛ. ____

6. ከላይከተዘረዘሩት ውጭ ሌሎች በማስተማር ስራ ላለመርካት መንስኤ ይሆናሉ የሚሉት ነገሮች ካሉ ይጥቀሱ?

7. በአሁኑ ወቅት የተማሪዎችን ብቃት ለመጨመር እና የትምህርት ብክነት (መጠነ ማቋረጥ እና መጠነ መድገም ምጣኔ) ለመቀነስ መጠቀም ያለብን ዘዴዎች ምንድን ናቸው?

8. ማስተማር ሞያቸው እንደመሆኑ መጠን በሚያስተምሩበት ትምህርት ቤት ስታፍ የሞያ እርካታቸው እንዲጨምር እንዴት ማድረግ ይችላሉ?

9. ሰዎችን ወደ ማስተማሩ ሞያ ለመሳብ ምን ዓይነት ዘዴ መጠቀም አለብን ብሎ ይመክራሉ?

10. የመምህራንን እና የሌሎች ሰነድ ሠራተኞች የኑሮ ደረጃ እርካታ ሲመለከቱ እንዴት ይመስላል?

ክልብ አመሰግናለሁ!

መግለጫ ለ: የቃለ መጠይቅ ጥያቄዎች

ጅማ የኒሽርሲቲ

ድህረ ምረቃ ትምህርት ቤት

ትምህርትና ሥነ ባህሪ ኮሌጅ

የትምህርት ዕቅድና አመራር ትምህርት ክፍል

የትምህርት ቤት አመራር ፕሮግራም (2ኛ ዲግሪ)

ለትምህርት ቤት አመራሮች እና ለወረዳ ትምህርት ጽህፈት ቤት ባለሙያዎች የተዘጋጀ ቃለ መጠይቅ

ዓላማ: ይህ ቃለ መጠይቅ ለትምህርት ቤት አመራሮች እና ለወረዳ ትምህርት ጽህፈት ቤት ባለሙያዎች የተዘጋጀ ሲሆን የመምህራን የሥራ ላይ እርካታ እና የትምህርት ቤት አፈፃፀም ቁርኝቶችን ለመዳሰስ ታስቦ የተዘጋጀ ነው።

1. በእርሶ ትምህርት ቤት/ክላስተር/ስክተር የመምህራን ሥራ ላይ እርካታ ማለት ምን ማለት ነው ብሎ ያስባሉ? እባክዎን ያብራሩ
2. በሥራቸው የረኩ እና ያልረኩ መምህራን ልዩ መግለጫዎች ልነግሩኝ ይችላሉ?
3. የርሶ ትምህርት ቤት/ክላስተር/ስክተር መምህራን ስለትምህርት ቤቱ ግብፅ አፈፃፀም መግለጫዎች (performance indicators) እና ባህሪ ወቅት ስለሚታየው ዓመታዊ ዕቅድ አፈፃፀም ተግዳሮቶች ጠንቅቆ አውቆ እና ተረድቶ ይሰራሉ ብሎ ያስባሉ?
4. የርሶ ትምህርት ቤት/ክላስተር/ስክተር መምህራን ትምህርት ቤቱን በመወከል የትምህርት ብክነት ለመቀነስ እና የተማሪዎችን ውጤት ለማሻሻል አቅማቸውን አሟጦ ይሰራሉ ብሎ ያስባሉ?
5. የርሶ ትምህርት ቤት/ክላስተር/ስክተር አብዛኛው መምህራን በመምህርነት ሞያ የመቆየት እንዲሁም በዚህ ወረዳ የመቆየት መሻት አላቸው ብሎ ያስባሉ? አዎ _____ አይደለም _____ እባክዎን አይደለም ከሆነ ይግለጹ
6. በርሶ ትምህርት ቤት/ክላስተር/ስክተር ለመምህራን በሥራ ላይ እርካታ ተፅዕኖ ናቸው የሚሏቸው ሁኔታዎች ምንድን ናቸው?

መግለጫ ሐ: ሰነድ

ጠቀሜታው: የተከታታይ ሦስት ዓመታት ከመምህራን የሥራ ላይ እርካታ ጋር የሚገናኝ መረጃ መሰብሰብ ከሌሎች የመረጃ መሰብሰቢያ ዘዴዎች ጋር በማጣመር ለጥናቱ ውጤት የጎላ ሚና አለው። ስለሆነም ከዚህ በታች ባለው ሰንጠረዥ መረጃው በመቶኛ(%) ይቀመጣል።

ተ.ቁ	ይዘት	የት/ት ዘመን
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		2018/19	2019/20	2020/21
1	የተማሪዎች መጠነ ማለፍ ምጣኔ			
2	የተማሪዎች መጠነ ማጠራጠ ምጣኔ			
3	የመምህራን የማርፈድ ሁኔታ			
4	የመምህራን ስራ የመልቀቅ ሁኔታ			