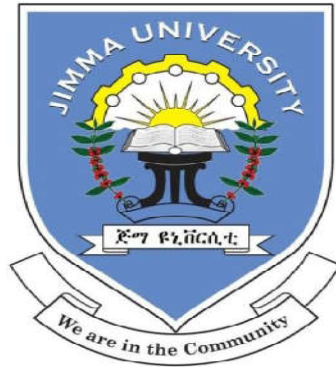


**FACTORS INFLUENCING TEACHERS JOB SATISFACTION IN
PUBLIC PRIMARY SCHOOLS IN HARAMAYA DISTRICT**

BY

GUTU GOSOMSA



JIMMA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

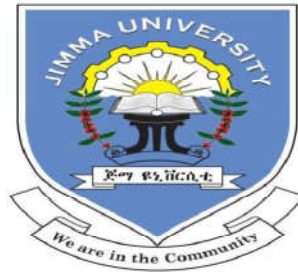
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**A THESIS SUBMITTED TO THE DEPARTMENT OF
PSYCHOLOGY IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS OF MASTERS OF DEGREE ART IN
EDUCATIONAL PSYCHOLOGY**

JUNE, 2018

JIMMA UNIVERSITY

DEDICATION

I dedicate this thesis to my lovely wife Desta Tedese and my lovely son Amensisa and Milkessa.

DECLARATION

My thesis entitled “Factors Influencing Teachers Job Satisfaction in Public Primary School in Haramaya District” is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references

Name: Gutu Gosomsa

Sign.-----

Date-----

This thesis has been submitted for examination with my approval as university Adviser.

----- Chairperson	----- Signature	----- Date
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----- External Examiner	----- Signature	----- Date
----- Advisor	----- Signature	----- Date
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College of Behavioral Science Department of Educational Psychology

Date of submission -----

ACKNOWLEDGMENT

The completion of this study has been a result of various people who contributed in terms of ideas, material support and encouragement. I may take this opportunity to thank them all; however, I would like to pay special gratitude to few of them.

My honest thanks and appreciation goes to my advisors, Dr.AdugnaAsfaw and Mrs.NigatuwaWorku for very useful advice and support during the study.

I would like to thank East Hararghe Education Office to support help me by financially also thank Haramaya District public primary school teachers, school directors, District education experts who were involved in the research, as well as the District teachers' association leader, for their assistance during the data collection.

A special thanks is extended to my wife, DestaTedese, for her encouragement, my sister ShewayeGosomsa for her translation of English language questionnaire in to Afan Oromo language.

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Figure 1: Factors influencing job satisfaction

ACRONYMS AND ABBREVIATIONS

ANOVA: Analysis of Variance

CfBT: Centre for British Teachers

ESDP V: Ethiopia Education Sector Development Program V

GES: Ghana Education Service

GNAT: Ghana National Association of Teachers

MoE: Ministry of education

SPSS: Statistical Package for Social Sciences

TEWU: Teachers and Educational Workers Union

VSO: Voluntary Services Overseas

ABSTRACT

The purpose of this study was to investigate the factors that influence the teachers' level of job satisfaction in public primary school Haramaya District. A descriptive research design was used to collect data. The target population of the study was primary school teachers and the samples selected were by using Cluster sampling, i.e. a geographic cluster. Therefore, 15 schools were selected using simple random sampling technique. Two hundred fifty-six (256) questionnaires were administered to teachers of fifteen public primary schools, but 251 questionnaires returned fully and appropriately filled. On the other hand, 5 school directors, 3 Educational office experts and 1 teachers Association leader participated in the focal group discussion. The study made use of both descriptive and inferential statistics such as frequencies, means, and standard deviation, independent t test, regression and one-way Analysis of Variance (ANOVA) to obtain results. The overall factors that influence the teacher's level of job satisfaction results show moderate level with the average mean score of 2.70 and .97 SD. Except fringe benefit ($\beta = 0.098$), $T=18.3$, $P<0.05$ and reward ($\beta = 0.082$), $T=15.7$, $P<0.05$ all factors in the study have strong contribution in predicting level of job satisfaction. Aspects like those that differ in age at $F(3, 247) = 4.63$, $p = .004$, teaching experience at $F(3, 247) = 4.56$, $p = .004$ and education level at $F(2, 248) = 5.03$, $p = 0.007$ in the school were found to be statistically significant and sex was not statistically significant at $t(1, 249) = .09$, $p = .93$. The overall level of job satisfaction of the teachers is low. Low level of salaries, lack of incentive, reward and poor working conditions are the main factors of dissatisfaction of teachers in the public primary schools. It is also recommended that the government needs to improve the salary and the working conditions of service of teachers.

Keywords: Job Satisfaction, Teachers, Level, Factors influence, Public Primary School

CHAPTER 1: INTRODUCTION

1.1. Background

Teachers' job satisfaction can be defined as a combination of psychological, physiological and environmental situations that intent a person to say that he/she is convinced with his/her job (Long & Swortzel, 2007). Brady (2001) defines job satisfaction as an emotional, effective response derived from one job. These feelings usually are not restricted to salary, however, may additionally include causes like those that the best way workers are treated and valued by way of management and the degree to which the enterprise takes them enter into consideration. In keeping with Rousseau (2004), psychological contracts are nice understood when they are violated. This presents one of the crucial explanations that perhaps extra interesting to be trained breach and violation.

Teaching is said to be a very noble profession. The Federal Ministry of Education said "the Ethiopia millennium development goal 2 has it that, by 2019/2020, children everywhere, boys and girls alike, should be able to complete a full course of primary schooling". Besides, it is common to observe that basic school enrolments are much higher than those of public primary in many places are (ESDP, 2015).

It is very important to improve formal education, so that not only would the quantities, improve, but the quality should also improve. In Ethiopia Education Sector Development Program V (ESDP V) in 2015/16 - 2019/20 G.C. additional commitments to the education sector move this to 25% and strengthening political links between the federal and regional governments support mobilization for high education shares at all levels. Education is a service demanded locally and both federal and regional governments have shown a response to this. Commitments to providing 25% of the education sector have been made for the first years of the plan and the scenario-modeled estimates between 24–25% for the five-year period, with variable shares in recurrent and capital at the federal and regional levels, based on historic trends.

Teachers have a very high role to play in shaping and refining the intellectual capacity and ability of students during the phase of student cover or the formative stages in the

school and beyond. For this reason, the values, knowledge and skills the teacher instills in the child determine the future of the child. “The future of every nation lies in the hands of the children; and the future of children lies in the hands of the teachers” (Drukpa, 2010). This implies that dissatisfaction among teachers can harmfully influence the future of the children and hence the future of our nation, Ethiopia.

Research especially about teacher job satisfaction has received much attention in recent times. This is due to the fact that, there is a decrease in the popularity of status of the teaching profession as a whole (Nutsuklo, 2015). According to (Sargent and Hannum, 2003) the nature of the teacher’s problem is failing all over the world. The status of teacher’s is decreasing at the same time, as the school working conditions of service are getting worse. Support and supervision services are lacking. Facilities and resources of the classroom are usually at minimal levels, thereby impeding on the performance of teachers in the end. Teacher’s in many countries are underpaid as compared to, professionals in other sectors. This is because economies of most African countries are not doing well. This is evident in the deplorable conditions of service of teacher’s. Consequently, there has been a high rate of teacher turnover recorded in many countries over the past decades.

In Ethiopia, some practical work has shown that teachers with advanced diploma/degrees from prestigious (important) colleges or degrees in high market-value subjects such as accounting, economics, management and health science typically leave teaching for jobs in other, non-education fields at higher rates than do their colleagues without these educational qualities. These turnovers have financial cost implications for the nation as well as a decline in performance, causing damage to its academic status as well as the well-being of students (Brewer & McMahan – Langers, 2004).

A research conducted by the Ghana National Association of Teachers (GNAT) in collaboration with Teachers and Educational Workers Union (TEWU) in 2010, showed an overwhelming evidence that the main factors that influence teacher attrition are 1) job satisfaction, 2) salary levels, 3) basic school working conditions and 4) teacher’s relationship with each other and school management and leadership style. The survey revealed that the Ghana Education Service (GES) estimates that about 10,000 teachers

leave the classroom every year for other professions (GANT, 2009). The high rate of teacher attrition influences negatively on school improvement labors, as it disrupts the stability and continuity of teaching, whereas high-performing schools are distinguished by stability and continuity of teaching.

Ethiopia, as part of the Sub-Saharan African countries shares the problem of teacher turnover. Few research findings conducted in different parts of the country indicated that teachers either leave the teaching profession or move from one school to another every year. For instance, in as early as 1953, referring to teachers, trainees who graduated from one institution Aklilu (1967) reported a turnover rate of 67% over a nine-year period. Likewise, recent studies show that teacher turnover is a problem that schools are facing in the country was it because of lack of job satisfaction

A Job satisfaction is a complex, multifaceted concept, which can measure different things to different people. According to Mullins (2007), job satisfaction is a fit between what the organization requires and what the employee is seeking and what he or she is actually receiving. The larger the gap between what the employees has and what they want from their jobs, the less satisfied they are. According to Prasanga and Gamage (2013, p.3) defining job satisfaction as “feeling or influence response to facets of the workplace situation”. The European Union (2012,p.2) determined that “within educational institutions, teaching professions are the most important determinants of how learners will perform and it is what teachers know, do and care about that matters”. From the foregoing, it could be deduced that the success of any educational program in the world at large greatly depends on the performance of our teachers at every level of the educational sector.

In Ethiopia, Job satisfaction of teachers’ in performing their tasks and work is highly influenced. Most teachers’ in the country could not fulfill many of their basic needs. Beyond this, their social status, recognition, advancement and acceptance by the community has weakened, many teachers are de-motivated and unsatisfactory in performing their work properly as well as they are ready to leave their profession as they get an opportunity and for better salary. Contrary to this, increased wage is not the only motivating factor in teachers’ performance. According to Gedefaw (2012,p.154), “low

salary and social status, lack of rewards and recognition by the school community and society, the non-transformational style of the principal leadership and classroom interaction with their students have a negative impact on teachers satisfaction in their job.

VSO Ethiopia (2010, p.45) commented on how lack of basic facilities such as desks, chairs, tables, benches, made the teaching more difficult. “If there aren’t enough desks and benches, chairs and tables the teacher is suffering and the teaching process is not good”.

Therefore, the focus of this study is to find out the factors that influence levels of job satisfaction of teachers in the public primary schools in Haramaya District, East Hararghe Zone, Oromia Regional State.

1.2. Statement of the Problem

The significant of job satisfaction among teachers is very crucial to the long-term growth of educational systems around the world. It probably ranks alongside professional knowledge and skills, center competencies, educational resources and strategies as the real determinant of educational success and performance (Mamo, 2011). Job satisfaction will motivate teachers to do their work very well. The determinants of job satisfaction are very important as far as teachers are concerned. This is because they have positive and negative influences on workers’ performance. Many teachers on the other hand, shifted the blame on the government for not making the teaching profession attractive.

Teacher’s motivation and job satisfaction are important phenomena in not all organizations, including schools in any country. Shann (2001) found that teachers’ commitment and effectiveness solely depend on motivation, morale and job satisfaction. Teachers’ satisfaction has been shown to be predicated of teacher retention, determinant of teacher commitment, and in turn a contributor to school effectiveness. This implies that job satisfaction is an important fact for teachers, the employer and students.

Bennell and Akyeampong (2007) a survey conducted in twelve countries in Asia and Sub-Saharan Africa on Teachers’ motivation and job satisfaction raises concerns about the influence of low teacher job satisfaction on teacher absenteeism, lateness, turnover and lack of commitment to their work. Additionally, teachers’ satisfaction is not only

important to teacher's themselves as a civil servant, educational managers, leaders and employers, but also to students in all types of schools.

VSO (2009) discovered many teachers who spoke positively about their profession and actively engaged with the wider disorders about the high quality of schooling provision in Ethiopia. The issues raised by the research have been many, but the enormous and overall stated causes of low morale have been inadequate salaries, low respect for and low status of teachers and poor management and leadership.

Job satisfaction studies in Ethiopia primary school teachers have been carried out in recent years; Fenot (2005) conducted such studies in Addis Ababa. Fenot (2005, p.78) noted that “nearly two-thirds of teachers (64.7%) have tentative or definite plans to leave the profession”. 50% of these indicated that they would continue teaching until they get another job and 14.2% stated they definitely plan to leave teaching. Less than 23.3% intend to remain in the profession until retirement, out of 278 primary teachers in Addis Ababa, Ethiopia.

The factors that influence on, leaving occupation are complicated due to the fact the fact have multiple elements of fiscal, social, political, private, and school location. On account that of those; the nation's education sector is known to have the pleasant team of teachers between school and in their actual leaving of the profession. The leaving profession price of teacher is especially in public primary schools and in far off (remote) and rural areas are very critical.

A number of studies have been conducted to determine on job satisfaction, most of research have been done in Ethiopia Authors such as Fenot (2005); Gedefaw (2012); Dechasa (2016); Tesfaye (2014) and Desta (2014) wrote about the factors for job satisfaction such as salary, management and leadership style, promotion, relationship with co-workers, etc. However, studies conducted in Ethiopia concerning job satisfaction among teachers focus the problem on secondary school teachers' and urban public primary school where they complain about job satisfied factors and environmental factors, but not carried out in Haramaya District and also all school were found in rural area. They do not address the strategies to improve job satisfaction.

This study was examined the factors that influencing the teacher's level of job satisfaction at public primary school teachers in particular at Haramaya District and shows the strategies that used by government to satisfy teachers' job satisfaction. By means of this understanding, researchers better isolate variables and develop about factors to teachers' level job satisfaction and address strategies'. Regional Educational Bureau, Zone Educational Office and District Educational Office plan factors that influence to the teacher's job satisfaction and district assist with satisfying in Public Primary Schools in Haramaya District, East Hararghe Zone, Oromia Regional State.

To address this purposes, the following research questions were raised

1. What are the main factors that influence the teachers' level of job satisfaction in Haramaya District?
2. Which satisfaction factor is the most significant predictors' in determining teacher job satisfaction in Public Primary Schools of Haramaya District?
3. What measures have been taken by the concerned stakeholders (at school, district, regional or federal level) to enhance and satisfy teachers?
4. Is there a difference factors that influence the teachers' level of job satisfaction interact with personal characteristics variable (age, sex, education level and teaching experience) in Haramaya District?

1.3. Objectives

1.3.1. General Objective

The general objective of the research was to identify the factors that influence the teachers' level of job satisfaction in Public Primary Schools of Haramaya District, East Hararghe Zone, Oromia Regional State.

1.3.2. Specific Objectives

- To identify the main factors that influence the teachers' level of job satisfaction in Haramaya District.
- To pinpoint the relative importance of each satisfaction factor on the teachers' job satisfaction in Haramaya District.
- To identify the possible measures to be taken by the concerned stakeholders (at school, district, regional or federal level) to enhance and satisfy teachers
- To examine difference factors of the teacher's level of job satisfaction interact with personal characteristics variable (age, sex, education level, and teaching experience) in Haramaya District.

1.4. Significance of the Study

This study focused on factors that influence the teachers' level of job satisfaction among public primary schools in Haramaya District. Study, in general, conducted to solve problems or to strengthen the current knowledge of human beings. We know that students' learning depends upon effective teaching; hence, we need to know the factors that help in the enhancement of teachers' job satisfaction, because the teacher plays a central role in the teaching learning process of the pupil. In school, satisfaction among teachers is essential for the purpose of effective teaching-learning process

Therefore, the findings of this research have in-depth significance for the improvement of public primary school teachers' satisfaction by prioritizing the factors that influencing the teachers' level of job satisfaction in the study area. Specifically the result of this research has the following importance for the school principals, teachers, supervisors, students and others. It may help the school leaders to be aware of the factors against the level of job satisfaction of public primary school teachers. It may help the school leaders to revisit their motivating strategies to make the teachers more effective. Give the clear picture of teachers' job satisfaction for District and Zone education Office. Lastly, it may serve as the reference for further similar studies in the research area.

1.5. Delimitations of the Study

These studies were cover only public primary schools in Haramaya District. Public Schools will deliberately select since they operated under same guidelines given by the Oromia Educational Bureau. The studies also delimit it to teachers employed by the District Educational Office, who had served for more than a year.

1.6. Operational Definition of Terms

The following are the operational definition terms.

Job dissatisfaction refers to factors that teachers were claiming to give them unpleasant feelings in their job and make them uncomfortable in their career.

Job satisfaction refers to a set of positive favorable feelings which employees view their work.

Public primary school refers to a basic education institution for primary education pupils fully aided by the government.

Teacher refers to a person registered and employed by District Educational Office to impart knowledge and skills to pupils in a primary school.

Teachers' level of job satisfaction refers to the degree to which the individual perceives job related needs are being meet.

1.7. Organization of the Study

The study organized into five chapters. Chapter one presents the background to the study, a statement of the problem, research questions guiding the study, objectives of the study, the significance of the study, delimitation of the study, limitations of the study, the assumption of the study, operational definition of the terms and organization of the study. Chapter two presents the literature review. The sub topics covered are; introduction, the concepts of job satisfaction, factors influence the teachers' level of job satisfaction, theoretical framework and conceptual framework. Chapter three consists of the research Methodology which included the research design, target population, sampling size and sampling procedure, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four results and chapter five discussionwhile the summary, conclusion and recommendations of the study were presented in chapter six.

CHAPTER 2: LITERATURE REVIEW

2.1 Concept of Job Satisfaction

According to Locke and Latham(2006), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or experience. Job satisfaction can be viewed as an employee's observation of how well their work presents those things, which are important to them. Visser, Breed and Breda (2007) define job satisfaction as the attitude of workers towards the company, their jobs, their fellow workers and other psychological objects in the work environment. Job satisfaction is important because people are satisfied have positive feelings about their jobs and working environment. Job satisfaction is affected largely by the challenges and opportunities presented by the work. However because groups tend to modify the assigned work to fit the group structure, job satisfaction may be affected.

2.2. Herzberg Two-Factor Theory

Herzberg, Mausner and Snyderman's (1959) two-factor theory was heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that caused workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that affected to job satisfaction when present were not the same factors that affected to dissatisfaction when absent. Thus, they showed satisfaction and dissatisfaction as independent. They referred to those environmental factors that caused workers to be dissatisfied as Hygiene Factors.

The presence of these factors according to Herzberg *et al.*, (1959) did not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors were company policy and administration, Technical supervision, salary, interpersonal relationship with supervisors and work conditions; they were associated with job content: Herzberg *et al.*, (1959) indicated that these factors were perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that made workers work harder.

They posited that these factors were associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement was represented by the drive to excel, accomplish challenging tasks and achieved a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself were said to be the motivating factors.

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction was not satisfaction but no dissatisfaction. Both hygiene factors and motivators were important but in different ways. Job satisfaction is closely related motivation. This implies that the theories of motivation are regarded as theory of job satisfaction.

2.3. Factors Influencing Job Satisfaction

According to Bolin (2007) the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are similar. Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the nature of work, and the personal characteristics of the individual. The relationship of the following variables with job satisfaction is reviewed and explained namely:

Hygiene (Extrinsic) factors:

- salary, fringe benefits, reward ,School working conditions ,supervision, school management and leadership style and leadership style and job security ,Interpersonal relationships

Motivators (Intrinsic) factors:

- work itself, responsibility, recognition, advancement and promotion); and

Personal characteristics:

- Demographic variables (sex, age, education level, and teaching experience)

2.4. Hygiene (Extrinsic) factors

2.4.1. Salary

According to Herzberg, Mausner and Snyderman's (1959) salary was viewed as a maintenance or external factor that influences job satisfaction. A considerable number of research reports have reported that the Teacher job satisfaction was related positively to the teachers' salaries (Mtika & Gates, 2011, Liu & Meyer, 2005). According to these studies, a considerable raise in the teachers' job satisfaction followed an increase in salary. In their study of administrative support and its mediating effect on US public school teachers' (Chang, Kim & Tickle, 2010). Also demonstrated that the teacher's satisfaction with their salaries was a significant predictor of their job satisfaction. An increase in the teacher's satisfaction with their salaries was followed by an increase in their report of their job satisfaction and their intent to stay on in the teaching profession. The low and unfair teacher salaries increasingly make conditions difficult to fulfill in their basic needs, and to cope with their financial obligations and the expectations from their families. Hence, the teachers become frustrated, and therefore dissatisfied with their careers (Akiri & Ogborugbo, 2009).

In Ethiopia, a VSO (2008) report on the motivation and morale of Ethiopian Teachers, by means of questionnaires, focus group discussions and interviews, indicated that the majority of the participants mentioned inadequate salaries. Their low salaries were the most significant and most-often mentioned cause of de-motivation and low morale (VSO, 2008).

2.4.2. Fringe Benefits

According to Herzberg, et al. (1959), fringe benefits are seen as hygiene or maintenance factors that influence job satisfaction. Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours work, and employer-provided training, which are the concern of the present study, can have an impact on job satisfaction in several ways. These benefits are considered an important component of worker compensation (Artz, 2010).

Both employees and employers choose fringe benefits as substitutes for salaries. Fringe benefits, such as housing allowances, are free from taxation, and are cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job satisfaction of employees, such as Teachers (Artz, 2010). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees.

With regard to the benefits associated with the teaching profession in Ethiopia, a VSO (2008) report indicated that Ethiopian Teachers do not have many opportunities to generate an additional income. Moreover, in contrast to teachers in other countries, Teachers in Ethiopia have very few opportunities for private tuition, or for other services that Teachers may be able to provide. Benefits that may influence the job satisfaction of Ethiopian Teachers include the following. maternity leave for about three months; sick leave with payment for a maximum of three months but with a doctor's certificate provided; vacation; and pension after retirement at the age of 60 years, based on the employee's salary scale and years teaching experience .

The views of the public primary school teachers in Haramaya District, East Hararghe Zone on this issue will be determined in the study.

2.4.3. Rewards and Job Satisfaction

Reward systems consist of both incentive and precognitive programs. Incentives refer to the financial inducements that organization offers employees in exchange for a contribution to good performance. It is important to note that the incentives are distinct for pay and remuneration practices (salary or Wages) Recognition refers to the identifications of a job well done, hence representing a non-financial means of appreciation and encouraging an employee contribution to good performance.

Decenzio and Robbins (2005) say that our knowledge of motivation tells us that people do what they do to satisfy some need before they do anything, therefore they look for the payoff or reward. Rewards include promotion, desirable work assignments and praises. Peer acceptance or kind words of recognition make people behave in ways that they believe are in their best interest they constantly look for payoffs for the efforts. They expect job performance to lead to organizational goal attainment, which in turn leads to

satisfying the individual goals or needs. Organizations use rewards to motivate people. Intrinsic motivation is personal satisfaction that one gets from the job itself. These are self-initiated rewards, such as having pride in ones work, having accomplishment, being part of work team, job enrichment and making work seem more meaningful.

Karugu (2008) suggests that satisfaction with the compensation system is a more important input into employees judgment of the quality of their exchange relationships with their organizations than is satisfaction with compensation levels like pay level and benefits level satisfaction. Probably the most influential factor in job satisfaction is the remuneration one gets from his job: a reasonable pay, which will compensate for many hitches, for example work overload, overtime or even a stressful job. According to Murithi (2010) the greater their magnitude is felt in the worker the greater the feeling of satisfaction. It is then noted that when employees are highly satisfied, the production in the organization will always increase (Kuria, 2011). However, lack of extrinsic factors does not increase job satisfaction but absence caused job dissatisfaction.

2.4.4. School working conditions

School working conditions are the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the workplace. If the school working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The school working conditions are conducive when administration provides their employees with safe and healthy environment. Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the school working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002). working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

2.4.5. Supervision

Effective supervision is assumed to have an impact on job satisfaction. Proofs exist in that supervisors do not judge the junior staff justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002).

Sergeant and Hannum (2005) indicate that the caliber of the leaders and supervisors has an effect on the working environment of the school. It is therefore necessary to acquire professional and competent persons in a State of uncertainty to pull up the correct applicant, which must also be paid on the supervisor's judgment. On the other hand, in many jobs the judgment of supervisor is not the only yardstick to reward or punish the employees (Prendergast, 2002).

2.4. 6.School Management and Leadership Style

Leithwood and McAdie (2007) succinctly described the influence and importance of school leadership on the other school working conditions as that the "principal leadership acts as a catalyst for many other school conditions," because it facilitates collaborative and supportive cultures and structures in a school setting. Ladd (2009) also found that the quality of school leadership was the most consistent and pertinent measure of school working conditions to influence job satisfaction. Good teaching is only able to thrive within a favorable school environment (CfBT, 2008; VSO, 2008).

For Evans (2001) the greatest influences on teacher morale, job satisfaction and motivation, are school leadership and management. The quality of school leadership serves as an important indicator of the teachers' intent to leave their profession (Ladebo, 2005). It was found that the probability of the teachers leaving their profession negatively correlated with their perceived quality of leadership. If the teachers had a high regard for their leadership, they were less likely to leave the profession (Ladd, 2009). In a study of Hong Kong teacher's commitment trends, Choi and Tang (2009) found that teachers in late-careers left their profession due to poor leadership qualities, or to increased administrative work.

In Ethiopia, poor school management and leadership style is ranked as the most demotivating issue in the teaching profession (VSO, 2008). Evidence from VSO (2008) interviews with Ethiopian teachers indicates that the authoritarian management style employed by school directors who have not received any management training has a profound impact on teacher motivation and school effectiveness and, therefore, on the quality of education. As explained in the VSO (2008; CfBT 2008) documents, poor teacher management leads to the following, namely rural-urban disparities, disparities in class size, high levels of teacher attrition and turnover, low teacher motivation and morale, has a negative economic and quality impact, leads to a lack of job satisfaction, and to teacher absenteeism.

2.4.7. Job Security

Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others do. Job security is about an individual's perception of themselves, the situation and the potentials. Some external factors have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has a significant effect on the overall performance of individuals, teams as well as organizations.

2.4.8. Interpersonal Relationships or Social Relation

To nurture teachers as a valuable resource of any school organization, the relationship of the teachers with the rest of the school community is a vital factor to be considered. This is because the interpersonal relations of teachers within the school community influence both job satisfaction and the probability of teachers remaining in the school and in the profession, as found by (Leithwood & McAdie, 2007).

Reinforcing this point, Choi and Tang (2009) argue that teachers who work in a positive environment, who work under and with cooperative and supportive leaders and colleagues, carry out their responsibilities effectively.

2.5. Motivators (intrinsic) factors

2.5.1. Work Itself

Perrachione, et al. (2008) also reported that the majority of the teacher participants in their research study was satisfied with teaching as a profession, and with their jobs. Teaching is a profession that provides cognitive and intellectual personal rewards. It is an intellectual profession, and research shows that in general, the teachers are satisfied with the nature, significance, and challenges of teaching (Fuming & Jiliang, 2007).

In Ethiopia a VSO (2008) report on the motivation and morale of teachers, found a strong and positive response from teacher participants regarding teaching as a profession. The teacher's most common reasons for viewing teaching as an enjoyable profession were seeing and helping students achieve, being able to improve their self-knowledge, and creating productive citizens to help with the development of Ethiopia.

2.5.2. Responsibility

Responsibility refers to the teacher's power to control all the aforementioned activities, as well as others. Being charged with important responsibilities may give the teachers pleasure. To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership, and so forth (Boey, 2010).

When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Boey, 2010).

2.5.3 Recognition

In educational institutions, students and teachers are the most important resources. The impact teachers have on student achievements, quality education and educational reforms should be recognized by school administrators, and by other teachers. As affirmed by Karsli and Iskender (2009) teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important.

A VSO (2008) report in Ethiopia confirmed that teachers are often de-motivated by a lack of professional status and recognition. Thus, it can be inferred that the lack of respect and recognition for teachers of students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction.

2.5.4 Advancement and Promotion

In the teaching profession advancement can be realized when teachers receive the opportunity of being appointed as school principals, department Heads, supervisors, District officers, or to the next level, by achieving additional education levels. As shown by Choi and Tang (2009) teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts. Teachers are more satisfied if their jobs provide opportunities for personal and professional advancement (Rosenholtz, in Sargent & Hannum, 2005).

In Ethiopia, the opportunities for advancement are rare. Only in some cases will teachers be allowed to advance to the position of principal, supervisor, or District officer. The opportunities for advancement are better for Teachers who are on the certificate, diploma and degree level. These teachers are allowed to advance to diploma and degree-levels, respectively, through summer and in-service training systems. With regard to promotion opportunities, the teachers in Ethiopia have to successfully fulfill the criteria of the nine teacher career-ladder policy, namely beginning teacher, junior teacher, teacher, advanced/senior teacher, associate/cooperative lead teacher, and lead teacher, higher lead teacher I, higher lead teacher II and higher lead teacher III. The teachers are promoted to

these levels and rewarded with an increase in salary if they are capable of succeeding if the rigorous evaluation criteria are used

2.6. Personal Characteristics and Job Satisfaction

Research regarding the relationship between personal Characteristics such as sex, age, level of education and teaching experience, and job satisfaction delivers mixed and sometimes conflicting results. The level of job satisfaction, perceived by different schoolteachers working in a similar working environment has been often different. One of the many factors associated with job satisfaction, namely the personal Characteristics, may account for this. These personal Characteristics have been found to influence the level of job satisfaction of teachers.

Thus, in most job satisfaction studies is common practice to include demographic, personal characteristics as some of the factors that influence the relationship between the work environment and job satisfaction. These are used as moderator variables. However, neither the level of their influence nor the direction of the relationship is clear. This shows that, though job satisfaction is influenced by personal characteristics, the literature is far from conclusive about the nature of the relationship (De Nobile & McCormick, 2008,)

2.6.1. Sex

According to Kim (2005) the job aspects such as salary, job security, worth by providing a public service, the work itself, and promotion prospects that are important and valued by female employees are different from those that are important to male employees, because what women look for in a job is different to what men look for. Kim (2005) further argues that even in the same situation the satisfaction-level of women is different from that of men, because the unfulfilled job values that are valued by women are different from those that are valued by men.

In his study Kim (2005) indicated that women reported that the most important motive in their working life was a worthwhile work achievement, whereas men reported that promotion, reputation and prestige as public employees were most important. Thus, it

seems reasonable to conclude that women employees place more emphasis on intrinsic rewards, whereas men employees value extrinsic rewards more highly. The reasons for the job satisfaction differences between men and women, according to Kim (2005) in agreement with Chiu (1998) are, namely the fact that women have lower expectations than men do, because women tend to compare their jobs with those of other women, whereas men compare their jobs to jobs/positions of other men. Moreover, women may be socialized not to express their discontent, and women and men value different characteristics in a job.

2.6.2. Age

Bolin (2007) who determined significant correlations between age and job satisfaction, confirmed this finding. Older teachers derived greater satisfaction from self-fulfillment, salary and collegial relationships. Sargent and Hannum (2005) also pointed out that younger teachers were significantly less satisfied with their jobs than their older counterparts were.

Studies with other groups differed from the above. Findlay (2004) aimed to determine if significant differences in job satisfaction existed, according to age, race, education level, and years of teaching experience. He found no significant differences based on age. A study by Ellickson (2002) showed that age had no effect on the job satisfaction of the employees.

2.6.3. Teaching Experience

Akiri and Ogborugbo (2009,) indicated that teaching experience and job satisfaction are negatively related - an increase in teaching experience was followed by a decrease in job satisfaction. They found (2009) that the most experienced teachers are the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influence the teacher's career satisfaction.

Bolin (2007) examined five dimensions (self-fulfillment, workload, salary, leadership and collegial relationships) that could influence job satisfaction. His findings showed significant correlations between the teacher's satisfaction and length of service - the

higher the teachers length of service, the more the teachers were satisfied with their self-fulfillment, salaries, and collegial relationships. In contrast to the above, Tillman and Tillman (2008) found no significant relationship between the teachers teaching experience and job satisfaction. He investigated the relationships between length of service, salary, work condition, and the teacher's job satisfaction in South Carolina, USA.

2.6.4. Education level

Some studies have found a positive relationship between educational level and job satisfaction, (Johnson & Johnson, 2000). Nonetheless; other studies have found a negative relationship, where education may reduce job satisfaction by raising work expectations that may not be completely realized in the workplace due to various reasons. Glenn and Weaver (1982) suggested that education did give employees better opportunities to obtain better jobs, which are associated with higher levels of satisfaction. Glenn and Weaver (1982) however, go further to say that increased expectations of intrinsic and extrinsic rewards from work may cancel out the positive effects. Regardless of the situation, the final impact of the situation of the job satisfaction is determined by the net effect of education. If the positive effects outweigh the negative effects, employees with higher education will be more satisfied and the converse will be true.

2.7. Theoretical Framework

Management theorist Fredrick Herzberg's two-factor theory of motivation suggests that there are two components to employee motivation in the workplace (Okumbe, 1998). In 1959 Herzberg suggested that the sets of circumstances that make people unsatisfied at work (hygiene factors) are a different set of the sets of circumstances that make people satisfied (motivating factors). The first factor is the dissatisfies (or hygiene) factor. Hygiene is something that preserves and promotes the physical, mental and emotional health of an individual and the community; the lack of it creates a dissatisfying situation. In the work environment, hygiene includes company policies, Supervision, salary, interpersonal relations and school working conditions (Herzberg, 1968).

The second factor of motivators includes the work itself, responsibility, recognition advancement and promotion. Motivators intrinsically promote satisfaction and according to Herzberg, managers encourage the factors in order to increase profitability through greater creativity in employees. Without motivators, employees will perform their jobs required, but with them, employees will exceed the minimum requirements. (Okumbe, 1998). Among the criticism of the theory, the list below is representative of the most cited ones:

- i. The Two Factor Theory assumes that happy employees produce more
- ii. What motivates one individual might be a de-motivator for another individual
- iii. It does not account for individual personality traits that could provide a different response to a motivator or hygiene factor.

Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity (Griffin, 2011).

Herzberg's theory has been broadly read and despite its weaknesses, its enduring value is that it recognizes that true motivation comes from within a person and not from external factors (Griffin, 2011).

2.8. Conceptual Framework

A conceptual framework is a description of the main independent and the dependent variables of the study and the relationship among them. Independent variables are conditions or characteristics that are manipulated to certain the relationship to an observer's phenomenon. Dependent variables are conditions that appear to change as the independent variable changes. The conceptual framework illustrates the factors that influence positively or negatively to teachers' level of job satisfaction. In this case, teacher's level of job satisfaction depends on successful teaching and learning process at school and which is dependent on the factors sub heading Hygiene (extrinsic) factors (Salary, fringe benefit, reward, Supervision, school management and leadership style and leadership style, job security and interpersonal relationship); Motivators (intrinsic) (work

itself, responsibility, recognition advancement and promotion and personal characteristics (age, sex, teaching experience and education level)

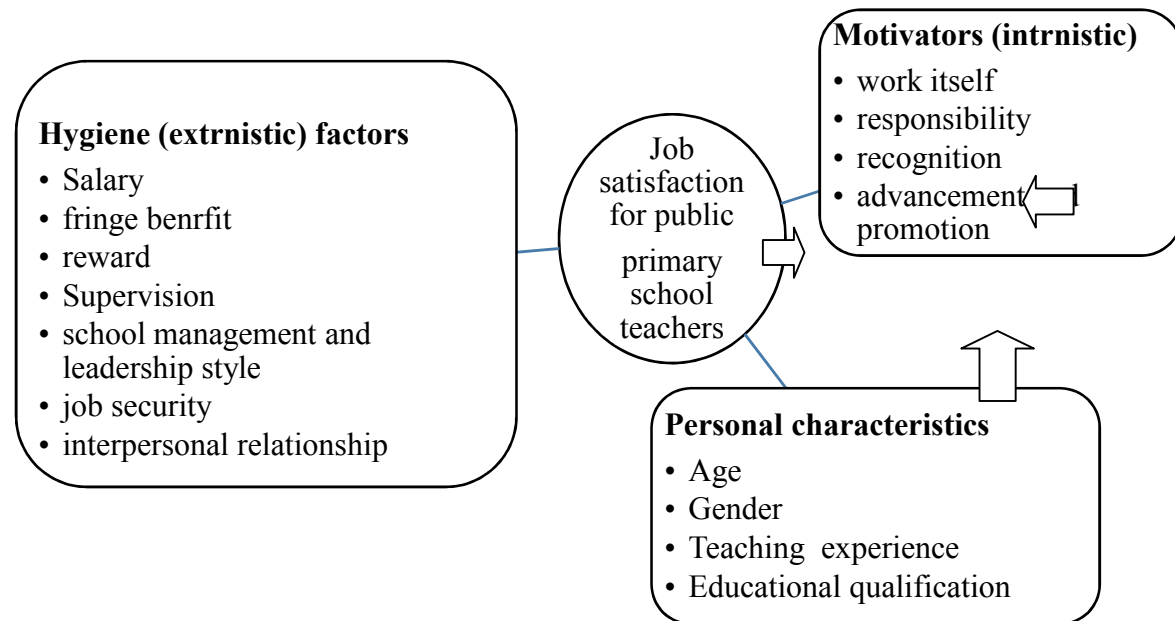


Figure 1: Factors influencing job satisfaction.

CHAPTER 3:RESEARCH METHODS

3.1. Design

The study designed to obtain related information on primary school teachers' factors influence job satisfaction in Haramaya District East Hararghe Zone. With its many applications, survey research is a popular design in education. According to Creswell (2012) Survey research designs, are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative data using questionnaires and interviews statistically analyze the data to describe trends about responses to questions and to test research questions. This design was relevant to the research because the researcher seeks to investigate the factors influencing the teacher's job satisfaction in Public Primary Schools in Haramaya District East Hararghe Zone.

3.2. The Study Area

The study conducted in Haramaya District. This District is one of the twenty-four District of East Hararghe Zone Oromia Regional State. It is bordered by KurfaChale in the south, by Kersa to the west, to the north by Dire Dawa, to the east by Kombolcha, and by the Harari National Region State to the south East.HaramayaWoreda has 33 kebeles (rural and 2 sub urban kebeles) which found in three division Zone. These are Adele, Awaday and Bate Zone.

3.3 .Population, Sample size and Sampling Techniques

3.3.1. Population

Population is the entire group of people to which a researcher intends the results of a study to apply. Therefore, the target population this research are all teachers in 68 public primary schools of Haramaya District; specifically, public primary school teachers (840), school directors (68), district education office expert and district teacher association leader in Haramaya District Education Office, 2017.

3.3.2. Sample Size and Sampling Techniques

Haramaya District has 68 Public primary schools clustered by 15 Cluster Resource Center (CRC). According to Cohen et al. (2007) cluster sampling, the researcher selected a specific number of schools and study all the teachers in those selected schools, i.e. a geographic cluster is sampled. The researcher selected one primary school from each Cluster Resource Center (CRC). Therefore, 15 schools selected using simple random sampling technique.

These sample schools were (Fenkile, Tenike, Damota, M/jalala, Haro-jitu, Ifa-bate, Didimtu, Caffé, Nagaya, Haji, Kubsa, Adele, Dire-kebso, Ugas and Sh/Kelid) Primary public schools. In those fifteen (15) primary schools, there are 256 teachers. All teachers found in 15 primary schools were sampled. Sampling involves selecting a group of people, events, behaviors or elements with which to conduct a study. The number of people or elements selected is the sample size.

On the other hand, five school directors of the sample schools, three District educational office experts, and one District teacher association leaders incorporated in the study of purposive sampling technique. Purposive sampling technique was appropriate for the study as it allowed only those who perceived to have specific information required for the study.

Table 3.1*Total Number of Teachers in the Sample Schools*

No	Name of school	No.of teachers in the school	teachers return questionnaires
1	Fenkile	20	19
2	Tenike	19	19
3	Damota	12	12
4	M/jalala	8	8
5	Haro-jitu	15	15
6	Ifa-bate	19	19
7	Didimtu	18	18
8	Caffe	13	13
9	Nagaya	19	18
10	Haji	12	12
11	Kubsa	11	11
12	Adele	38	35
13	Dire-kebso	16	16
14	Ugas	17	17
15	Sh/Kelid	19	19
Total		256	251

3.4. Data Collection Instruments

The research instrument selected for this research is the questionnaire and interview. The questionnaire was adopted questionnaire for research related to the job satisfaction Gedefaw (2012) and developed by the researcher through literature review relation to job satisfaction.

To gather relevant information for the study, two types of data gathering instruments; questionnaire with close and open-ended items, and focal group discussion, which involves both quantitative and qualitative data, were used.

3.4.1. Questionnaire

One of the most popular and widely used techniques of data collection was used in a descriptive survey questionnaire (Kothori, 2004). Hence, in this study, the required data collected through a questionnaire with close and open-ended questions. The first part of the questionnaire describes the general information of respondents addressing personal characteristics used in the conceptual framework; like sex, age, and education qualification and teaching experience.

The second and largest part contains the complete number closed ended question items that address the basic questions about the study. The job satisfaction measured with the construction of the five point Likert scales, which identified the different level of job satisfaction. (Verysatisfied=5, satisfied=4, moderate=3, least satisfied=2 and not satisfied=1). Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job satisfaction factors, by putting a tick (√) in the appropriate spaces provided in a questionnaire.

The third part is included the open-ended questionnaires are recommendation of teachers on job satisfaction. Close and open-ended questionnaires were prepared in English language and translating to Afan Oromo them after data collection back to translating to English. To make the data collection procedure smart and clear of confusion, the respondents were properly oriented about the data collection procedure by a researcher. In addition to this, the researcher will keep following up.

The level of job satisfaction considered from score of the answers and was classified in to 5 levels to the best criteria (1977) as follows:

Higher score - lower score

$$\begin{aligned} & \text{Numbers of levels} \\ \frac{5-1}{5} &= \frac{4}{5} \\ &= \underline{0.80} \end{aligned}$$

Table 3.2

Criteria for Understanding the Means of Satisfaction Level

Mean scores	Level of job satisfaction
1.00-1.80	Very unsatisfied
1.81-2.60	Unsatisfied
2.61-3.40	Moderate
3.41-4.20	Satisfied
4.21-5.00	Very satisfied

3.4.2. Focal group discussion guide

Focal group discussions employed to get the detail information from school directors, District educational office expert and Teachers' association leaders. The presence of focal group discussion encourages respondent's participation and involvements on factors influencing teacher level job satisfaction; it clarifies questions and the focal group discussion was prepared in English and were translated into Afan Oromo then after data collection back translation to English .so that the respondents easily understood it and react to it easily.

3.5. Reliability and Validity of Instrument

In this, reliability and content validity were applied to test the variables computed using statistical packages for social sciences (SPSS) version 20. This implies that the instrument employed is reliable and will be valid to what were supposed to measure. The instruments were used for data collection for the study was the job satisfaction questionnaire. The researcher was developed factors Job satisfaction questionnaire from Gedefaw (2012). It has been widely used to measure teacher's satisfaction in both

motivator (intrinsic) and hygiene (extrinsic) dimensions. In this study, the factors job Satisfaction Questionnaire was slightly adapted for the collection of data. The result of reliability was 0.81Cronbach's alpha coefficient. Items in the original scale reformed to make it particularly suitable for the teachers selected for the study.

The draft forms presented to the Advisors in the Psychology Department of the Jimma University College of Behavioral Science. Suggestions incorporated in the final form. Before the actual collection of data, the questionnaire was a pilot survey 26 teachers from another school who are not included in the sample group but who work in the same school level. Pilot surveys conducted at the Bate public primary School to test the properties of the instrument including reliability and validity. Reliability refers to whether an instrument is consistent, stable and free from error, despite fluctuations in test takers, administrator or conditions under which the test administered. The items in the teacher job satisfaction survey part two mixed up to avoid biasing the respondents. This helped to reduce validity-related risks and increase reliability levels by using Chronbach alpha.

After the dispatched questionnaires' had been returned, the necessary modification on five items and complete removal and replacement of two unclear questions were done. Additionally the reliability of the instrument was measured by using a Cronbach alpha test. A reliability test performed to check the consistency and accuracy of the measurement scales. As table shows the results of Cronbach's coefficient alpha is satisfactory (between 0.70 and 0.92), indicating questions in each construct measures a similar concept.

Table 3.3***Reliability Test Results with Chronbach Alpha***

	job satisfaction variable	No. of items	Chronbach alpha
1	Items related to inadequate salary	5	0.90
2	Items related to inadequate fringe benefits.	4	0.70
3	Items related to reward	4	0.74
4	Items related to School working condition	6	0.71
5	Items related to advancement and promotion	4	0.78
6	Items related to school management and leadership style	6	0.90
7	Items related to supervision	6	0.86
8	Items related to job security	5	0.89
9	Items related to recognition	4	0.83
10	Items related to work itself	4	0.89
11	Items related to responsibility	4	0.88
12	Items related to Interpersonal relationship	9	0.92
Average reliability result			0.90

3.6. Data Collection Procedures

To collect authentic and relevant data from the sample units, the researcher will go through a series of data gathering procedures. The researcher obtained an introductory letter from the Jimma University, collage of Education and Behavioral science to introduce him to Haramaya District. After the researchers visited, the Haramaya District Education Office to discuss the research visits to the schools before the study begins.

Before the fieldwork, the researcher will go Haramaya District educational office to take permission and supporting letter from the Office. An introduction letter written to all school directors requesting to allow undertake the study. Information sent to the sampled schools in good time informing them of the data collection exercise. Once the consultations were, making with the school directors on appropriate dates the researcher were visited the schools and administered the instrument to the respondents personally. The respondents will assure that strict confidentiality will maintain in dealing with their identities. Accordingly, completed questionnaires collected immediately. In addition, the focal group discussion conducted with School Directors, District Education Office expert and teacher association leader.

3.7. Method, of Data Analyses

After the collection of data, different relevant statistical tools employed. In this study, the collected data analyzed and summarized by using different statistics taking the nature of research questions and data collected. For the quantitative part of the study, the collected data analyzed by means of the computer using the Statistical Package for Social Sciences (SPSS) version 20

Descriptive statistics were used to presenting information received in order to describe the characteristics of samples by using frequencies and percentages. Quantitative means and standard deviation used to measure and analyze the magnitude of respondents' opinion and assumptions against each statement.

Inferential statistics were used independent t-tests, one-way ANOVA and regression. One-way ANOVA used to compare group differences in job satisfaction with respect to age, years of teaching experience, and education levels.

Independent sample t-test employed to analyze and determine the significance difference between male and female responses to their satisfaction. In addition, it employed to analyze the mean difference of the teacher's job satisfaction.

Multiple regressions employed to analyze the measure of the extent and direction of relationship between the two variables and the estimation of the value(s) of one variable

from the given values of another variable when the two variables are linearly related respectively.

The qualitative data obtained from the open-ended questionnaires and focal group discussion presented and analyzed using narrative form.

3.8. Ethical Considerations

There are several reasons why it is important to adhere to ethical norms in research; first, norms promote the aims of research, such as knowledge, truth and avoidance of error, for example; prohibitions against fabricating, falsifying or misrepresenting research data promote the truth and avoid error.

Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work such as trust, accountability, mutual respect and fairness. For example many ethical norms in research such as guidelines for authorship, copyrights and patenting policies, data sharing policies and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration.

Given the importance of ethical issues in research, the researcher in conducting the study adhere to the following; Consideration and privacy will be maintained during the study. The information collected will not release to any other person nor will it used for other purposes other than this study. Anonymity maintained since no school or respondent expected to give their names on the questionnaire. The study was purely for education purposes.

CHAPTER 4: RESULT

This part of the thesis deals with the presentation, analysis and interpretation of the data obtained through the questionnaire and interview regarding the factors that influence the teacher's level of job satisfaction.

The questionnaire distributed to 256 teachers in selected sample schools. Among the distributed questionnaires, 251 (98 %) of the teachers' filled and returned. In addition, sample school directors, district educational office expert as well as district teacher association's leaders were focal group discussion. The responses of teachers to each of the questionnaires analyzed and interpreted. Most of the data gathered was organized using tables for the presentation of data followed by analysis, discussion and interpretation in line with the major research questions. The responses of focal group discussion, school directors, district educational experts as well as district teachers, association leaders used to strengthen the analysis of the qualitative data. For the sake of convenience of interpretation, related questionnaire items presented and treated together.

4.1 Personal Characteristics of Teacher Respondents

Description of the demographic characteristics of the target population gives some basic information about the sample population involved in the study. Thus, the following table presents the personal characteristics of the sample schoolteachers.

Table 4.1
Frequencies and Percentages of respondents' Personal Characteristics

Personal characteristics		Frequency	Percentage %
Sex	Male	133	53
	Female	118	47
Age	21-30 years	140	55
	31-40 years	87	35
	40-50 years	15	6
	51 years and above	9	4
Academic qualification	Certificate	27	11
	Diploma	173	69
	Degree	51	20
Teaching experience	1-9 years	86	34
	10-19 years	115	46
	20-29 years	37	15
	30 years and above	13	5

It was observed from the Table 4.1 that the majority of the respondents 133 (53%) were males, with female respondents constituting 118 (47%) of the total sample. Thus, both sexes were almost equally included in the study.

Regarding the age of respondents of the teachers, out of 251 respondents, more than half of the total sample, 140 (55%) of the respondents is between the ages of 21 and 30 years, 87 (30%) of the total sample is between the ages of 31-40 years, 15 (6%) of the sample was between the ages of 41 and 50 years and years 9 (4%) of the sample was between the ages of 51 and above.

Regarding the education levels of the respondents, the majority of the total sample, 173 (69%) had collage diploma, 27 (11%) of the total sample had a certificate while 51 (20%) of the sample had degree as their highest education level.

Concerning teachers teaching work experience in years currently, the largest group proportion out of the total respondents 115 (46%) were in between 10-19 years. The second largest proportion in teaching work experience 86 (34%) was between 1-9 years. The rest of the respondent's response indicates that 37 (15%) were between 20-29 years, and 13 (5%) were 30 years and above teaching experience.

4.2. The Main Factors that Influence Teachers' Level of Job Satisfaction

What are the main factors that influence teachers' level of job satisfaction in Haramaya District?

4.2.1 Salary and Teachers' Levels of Job Satisfaction

The research sought to establish how salary influences the teachers' level of job satisfaction in Haramaya District. The respondents asked to indicate the level of satisfaction with the statements regarding the salaries. The findings presented in table below.

Table 4.2

Salary and Teachers' Levels of Job Satisfaction

		n=251		
	Statement	Mean	S.D	Level
1	My monthly salary satisfies me to participate in social affairs with confidence	1.79	.93	Very unsatisfied
2	My salary compares well with my qualification(s)	2.12	1.19	Unsatisfied
3	My salary is appropriate for my experience	2.15	1.26	Unsatisfied
4	My salary improves my commitment	1.95	1.10	Unsatisfied
5	I earn well in comparison to other professional jobs	1.65	.98	Very unsatisfied
Average		1.93	.93	Unsatisfied

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.2 shows factors job satisfaction level of public primary school on the salary. The overall satisfaction level of the salary was at unsatisfied level with the mean = 1.93 and

S.D= 0.93 Out of 5 items in the facet 3 items falls under category of unsatisfied level and the remaining 2 items are very unsatisfied, however, in an average the satisfaction level comes too unsatisfied in the facet of the salary. By supporting this, low and unfair teacher salaries increasingly make conditions difficult to fulfill in their basic needs, and to cope with their financial obligations and the expectations from their families. Hence, the teachers become frustrated, and therefore dissatisfied with their jobs and careers (Akiri&Ogborugbo, 2009).

Comparative analysis of the result reveals that salary of teacher's comparison to other professional jobs with mean= 1.65 is the lowest level of job satisfaction. After that followed by a mean =1.79 teacher's monthly salary satisfies to participate in social affairs with confidence, the next line is the salary improves commitment with mean = 1.95, salaries are comparison with qualification mean= 2.12 and salary is appropriate with experience mean=2.15 is the highest level of job satisfaction.

4.2.2 Fringe Benefits and Teachers' Levels of Job Satisfaction

Fringe is something which tends to incite to determination or action (Ahuja & Shukla, 2007) while benefit is any support given for employee, like training, house, childcare and others. Thus, fringe (monetary and non-monetary) are a promising option to improve organizational performance and employee satisfaction as well. Therefore, employing various fringe and benefit systems for teachers has great impact on the teaching learning process in general and on the teachers' level of job satisfaction in particular. For the sake of examining the teachers' level of satisfaction on the school activity in delivering or arranging necessary fringe and benefit for teachers, the following questions administered. The compiled result presents in Table below.

Table 4.3***Fringe Benefits and Teachers' Levels of Job Satisfaction*****n=251**

Statement	Mean	S.D	Level
1 The house allowance, residence place provided makes me to be stable in my work area	1.57	1.09	Very unsatisfied
2 Pay incentives would improve teacher morale	1.44	.92	Very unsatisfied
3 I have enough time to participate in any social affairs	2.39	1.18	Unsatisfied
4 Teachers are additional incentive received for their extra work.	1.35	.86	Very unsatisfied
Average	1.69	.73	Very unsatisfied

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.3 shows factors job satisfaction level of public primary school teachers on inadequate fringe benefits. The overall satisfaction levels of fringe benefits were at very unsatisfied level with the mean = 1.69 and S. D=0. 73. Out of 4 items in fringe benefits, 3 items fall under category of very unsatisfied level and the remaining 1 item is unsatisfied level, however, in an average the satisfaction level comes too very unsatisfied in the facet of fringe benefits. The job satisfaction level of teachers in public primary school Haramaya District of fringe benefits indicates that very unsatisfied level. Primary teachers are much satisfied toward their job due to enough time to participate in any social affairs. Fringe benefits have the potential to increase the job satisfaction of employees, such as Teachers (Artz, 2010). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees.

4.2.3 Reward and Teachers' Levels of Job Satisfaction

The researcher sought to know whether rewards contributed to teacher's job satisfaction. The table below shows teachers responses.

Table 4.4
Reward and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 Teachers are reward based on their performance.	1.42	.84	Very unsatisfied
2 Hardworking teachers are encouraged by giving them presents.	1.69	1.03	Very unsatisfied
3 Teachers are promoting based on their qualifications and performance.	3.51	1.41	Satisfied
4 There are monetary and non-monetary appreciations	1.44	.88	Very unsatisfied
Average	2.01	.67	Unsatisfied

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.4 indicates factors job satisfaction level public primary school teachers in the Haramaya District with regard to the reward. Out of four items in reward, 3 items fall under category of very unsatisfied level and the remaining 1 item is satisfied level. Thus scoring the mean= 2.01 and S.D =0.67 making the overall satisfaction level as unsatisfied Primary teachers are much satisfied toward their job due to the promotion is based on their qualification and performance with mean=3.51 and its minimum with the teachers are reward based on their performance with mean=1.42.

4.2.4 School working condition and Teachers' Levels of Job Satisfaction

Conditions in the school, such as leadership, decision-making, school climate, communication, resources and local reputation of the school have the potential either to enhance or reduce teachers' job satisfaction depending on their nature (Leithwood, 2006). If the working conditions of an institution/organization are conducive, its performance will improve dramatically. Thus to assess the teachers satisfaction on their school

working conditions, the following questions are administered to them. The following Table contains the summary of the teachers' response for each item.

Table 4.5

School working condition and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 School is satisfied teachers' with creating clean, initiating and comfortable working area.	2.03	1.31	Unsatisfied
2 Teachers' are satisfied with accessibility of transportation	1.72	1.18	Very unsatisfied
3 Teachers would not like to be transferred to another school	2.14	1.55	Unsatisfied
4 Teachers satisfies with supply of sufficient amount of material, tools for teaching learning process	2.07	1.30	Unsatisfied
5 Teacher interested to attend all the time in instructional class in the school.	3.13	1.42	Moderate
6 Student attitudes towards education in school are enhanced teachers job satisfaction	2.64	1.34	Moderate
Average	2.29	.85	Unsatisfied

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.5 indicates factors job satisfaction level public primary school teachers in the Haramaya District with regard to the school working condition. Out of six items in school working condition, 3 items fall under category of unsatisfied level, 2 moderate levels and the remaining 1 item is very unsatisfied level, thus making the overall mean =2.29 and S.D=0.85 . Job satisfaction of teachers with regard to the school working condition seems to be the highest with the teacher interested to attend all the time in instructional class in

the school with mean=3.13. Job satisfaction of school working condition is the lowest with teachers' are satisfied with accessibility of transportation with mean = 1.72.

4.2.5 Advancement and Promotion Teachers' Levels of Job Satisfaction

To obtain the teachers advancement, promotion, and level of job satisfaction on their promotion in the school, a list of questions was administered. The table below presents the overall mean and standard deviation of the teacher's response.

Table 4.6

Advancement and Promotion Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 I have an opportunity to advance my education status	3.56	1.30	Satisfied
2 I am teaching school level that matches with my qualification status	2.91	1.41	Moderate
3 I am teaching grade and school level that matches with my experience and qualification status	2.78	1.45	Moderate
4 I have high position status in the community	3.28	1.23	Moderate
Average	3.13	1.05	Moderate

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.6 shows factors job satisfaction level public primary school teachers in the Haramaya District with regard to the advancement and promotion. The overall satisfaction level of this facet with 4 items comes out as moderate with mean= 3.13 and S.D=1.05,the reason is that out of 4 items ,3 items score the moderate level and the remaining 1 is as satisfied. Job satisfaction is highest in the opportunity to advance teacher education status with the mean =3.56 and job satisfaction is least with teaching grade and school level that matches with experience and qualification status with the mean= 2.78.

4.2.6 School Management and Leadership Style and Teachers' Levels of Job Satisfaction

To obtain the School management and leadership style on the teachers' job satisfaction with the school, list of questions were administered for teachers' respondents table below.

Table 4.7
School Management and Leadership Style and Teachers' Levels of Job Satisfaction
n=251

Statement	Mean	S.D	Level
1 I am satisfied with our school policies	2.90	1.32	Moderate
2 I am satisfied with the teacher management system of the school	2.87	1.18	Moderate
3 The leadership style at my school enhances my commitment	3.08	1.25	Moderate
4 I am pleased with the leadership quality of my school director(s)	3.16	1.30	Moderate
5 My school director works well in a group	3.36	1.34	Moderate
6 The school director is democratic	3.41	1.35	Satisfied
Average	3.13	1.06	Moderate

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.7 shows job satisfaction level of public primary teachers on management. The overall satisfaction level on management was at a moderate level with the mean = 3.13 and S.D. = 1.06. Out of 6 items in the facet 5 items falls under category of moderate level and the remaining 1 items is satisfied, however, with an average the satisfaction level comes to moderate in the facet of management.

Comparative analysis of the result reveals that the school management and leadership style satisfied with the teacher management system of the school with a mean = 2.87 is the least level of job satisfaction. Followed by a mean = 2.90, teacher's satisfied with our school policies, next is the leadership style at school enhances commitment with mean = 3.08, teachers pleased with the leadership quality of school director mean= 3.16, school director works well in a group mean = 3.36. The highest level of job satisfaction is school director, is democratic, mean = 3.41.

4.2.7 Supervision and Teachers' Levels of Job Satisfaction

Successful supervision for teachers will lead to a greater sense of self-confidence in their ability to both understand and complete the responsibilities of their job; and it helps the teachers to gain the necessary satisfaction, autonomy and self-awareness to successfully to achieve the expected goal of the school. Thus, supervision requires a greater level of skill and flexibility to help teachers negotiate the difficult challenges of their work. The compiled result is put in the Table below.

Table 4.8

Supervision and Teachers' Levels of Job Satisfaction

Statement	Mean	S.D	Level
1 My supervisors know how to support teachers	2.66	1.22	Moderate
2 My supervisors are interested to help teachers	2.77	1.31	Moderate
3 Teachers get continuous support from supervisors	2.35	1.20	Unsatisfied
4 My school supervisors provide training on various issues	2.52	2.27	Unsatisfied
5 My school supervisors observe classroom instructions regularly	2.89	1.35	Moderate
6 My supervisors initiate the teacher to discuss on various academic issues	2.96	1.38	Moderate
Average	2.69	1.14	Moderate

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.8 indicates factors job satisfaction level public primary school teachers in the Haramaya District with regard to the supervision. Out of six items in supervision, 4 items fall under category of moderate level and 2 unsatisfied level, thus making the overall moderate level mean=2.69 and S.D=1.14. Teachers get continuous supports from supervisors are the minimum job satisfaction.

4.2.8 Job Security and Teachers' Levels of Job Satisfaction

Employees need to be secure from various factors that may arise related to the work they performed, teachers too. Thus to assess the teachers job satisfaction of their job security, the following questions are administered to them. The Table below presents the overall mean and standard deviation of the questions.

Table 4.9

Job Security and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 Teachers job security in the school	3.64	1.25	Satisfied
2 Teachers opportunity for a secure future	3.19	1.36	Moderate
3 My school management and leadership style involvement for teachers welfare	3.19	1.25	Moderate
4 The work to solve problems that threaten teachers	2.68	1.22	Moderate
5 My school has good security	3.52	1.15	Satisfied
Average	3.24	1.03	Moderate

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.9 shows factors job satisfaction level public primary school teachers in the Haramaya District with regard to the job security. The overall satisfaction level of this facet with 5 items comes out as moderate with mean =3.24 and S.D= 1.03,the reason is that out of 5 items ,3 items score the moderate level and the remaining 2 are as satisfied.

Job satisfaction is highest in teacher's job security in the school with the mean =3.64 and job satisfaction is least with the work to solve problems that threaten teachers with the mean = 2.68.

4.2.9 Recognition and Teachers' Levels of Job Satisfaction

Recognizing the good performance of individuals has a strong effect on their future productivity as well as organizational effectiveness. The way recognition is given and its type promote the workers, internal (intrinsic) satisfaction. Therefore, to examine the recognition activities in public primary schools, items, which have five Likert scales, distributed to teachers. The result presents in the Table below.

Table 4.10
Recognition and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 In my school I am recognized for a job well done	2.38	1.22	Unsatisfied
2 I get enough recognition from education leaders	2.43	1.22	Unsatisfied
3 At my school the students respect the teachers	2.60	1.24	Unsatisfied
4 I get enough recognition from my immediate supervisor for my work	2.33	1.26	Unsatisfied
Average	2.43	1.00	Unsatisfied

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.10 indicates a factors job satisfaction level of teachers on recognition. The overall satisfaction level of recognition were at unsatisfied level with the mean=2.43 and S.D= 1.00. Out of 4 items in recognition, all 4 items falls under category of unsatisfied

level however in an average the satisfaction level comes to unsatisfied in the facet of recognition. The job satisfaction level of teachers in public primary school Haramaya District of recognition indicates that unsatisfied level.

4.2.10 Works Itself and Teachers' Levels of Job Satisfaction

The teachers were asked to state the extent to which they satisfy with the statements regarding the Works Itself and their level of satisfaction. The findings presented in Table 4.11

Table 4.11

Works Itself and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 I am happy with the type of work I do as a teacher	3.09	1.41	Moderate
2 I get pleasure from teaching	3.33	1.43	Moderate
3 I have the opportunity to use my skills at school	3.15	1.31	Moderate
4 I believe my teaching develops the children	3.77	1.26	Satisfied
Average	3.33	1.17	Moderate

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Table 4.11 reflects factors job satisfaction level public primary school teachers in the Haramaya District with regard to the work itself. Out of four items in work itself, 3 items fall under category of moderate level and the remaining 1 item is satisfied level. Thus scoring the mean=3.33 and S.D=1.17 making the overall satisfaction level as moderate .Job satisfaction of teachers with regard to work itself is the highest with teachers believe teaching develops the children with mean = 3.77 and its minimum with the teachers happy with the type of work as a teacher with mean =3.09.

4.2.11 Responsibility and Teachers' Levels of Job Satisfaction

To measure the teachers feeling on having responsibility to their work in the school, questions are distributed. The result presents hereunder in Table 12.

Table 4.12

Responsibility and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 I am satisfied with my autonomy as a teacher	3.39	1.27	Satisfied
2 I am satisfied with the amount of freedom I have in decision-making	3.29	1.35	Moderate
3 I am satisfied with my responsibility to solve school problems	3.05	1.23	moderate
4 I am satisfied with my school responsibilities after class hours	2.88	1.37	Moderate
Average	3.16	1.12	Moderate

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

Teachers, as professionals need to have responsibility for their own works to be effective and good performer. As Table above reveals, the majority of the respondents had positive feelings on the schools practice in giving responsibility for the teachers' work .As shown in the above table 4.12 the respondent's response indicates that, the major factors that influence the teacher's level of job satisfaction regarding the responsibilities. The overall satisfaction level of this facet with 4 items comes out as moderate with mean =3.16 and S.D=1.12,the reason is that out of 4 items ,3 items score the moderate level and the remaining 1 is as satisfied. Job satisfaction is highest in teachers satisfied with autonomy as a teacher with the mean =3.39 and job satisfaction is least with teachers satisfied with school responsibilities after class hours with the mean =2.68.

4.2.12 Interpersonal Relationship and Teachers' Levels of Job Satisfaction

To assess the teacher's interpersonal relationship and their level of satisfaction in the job the following questions distributed to teachers. The result presents in the table below.

Table 4.13

Interpersonal Relationship and Teachers' Levels of Job Satisfaction

n=251

Statement	Mean	S.D	Level
1 I am happy with my professional relationship with the school director	3.31	1.25	Moderate
2 I am satisfied with the respect from my school director	3.36	1.27	Moderate
3 I am satisfied with my relationships with colleagues	3.80	1.21	Satisfied
4 I am happy with the behavior of my colleagues towards me	3.82	1.14	Satisfied
5 I am happy with the respect from my colleagues	3.80	1.09	Satisfied
6 I am happy with my relationships with the students	3.64	1.07	Satisfied
7 My good relations with students keep me in teaching	3.50	1.31	Satisfied
8 I am pleased with my relationships with the students' parents	3.41	1.21	Satisfied
9 In my school the parents are involved in their children's learning	2.45	1.18	Unsatisfied
Average	3.45	.93	Satisfied

Note: Mean score 1.00 - 1.80=very unsatisfied, 1.81 -2.60 = unsatisfied, 2.61-3.40 =moderate, 3.41-4.20 =satisfied, 4.21-5.00 =very satisfied

As shown in the above table 4.13 the respondent's response indicates that, the major factor teacher's level of job satisfaction regarding the interpersonal relationship. The overall satisfaction level of interpersonal relationship was at satisfied level with the mean =3.45 and S.D=0.93. Out of 9 items in the facet 6 items fall under category of satisfied level, 2 under moderate level and the remaining 1 items is unsatisfied, however in an average the satisfaction level comes to satisfy in the facet of interpersonal relationship. Job satisfaction is highest in teachers happy with the behavior of colleagues towards with the mean =3.82 and job satisfaction is least with in school the parents are involved in their children's learning with the mean = 2.45.

To support close-ended questionnaire several possible factors responded by teachers that dissatisfied teachers in work environment by open-ended questionnaire:

The main factors influence the teachers' level of job satisfaction are lack of fulfilling basic needs due to low monthly salary and high cost of living conditions, unsuitable working environment, lack of balance among teachers' work and salary payment, Student misbehavior and lack of interest to learn lack of professional security and safety. However, an improper evaluation system of teachers, lack of fringe benefits, medication dwelling, lack of transfer school to school and stay one school for a long time, lack of educational freedom and the mixing of politics and education.

On the other hand, lack of proper support and encouragement at the work place, delegation of district and other educational experts in terms of politics rather than professional performance, lack of social status and recognition, maximization of co-curricular activities and other committees in the school, teaching considered as the easiest job and less emphasis to the profession . Due to this, there are high turnover of teachers in Haramaya District.

Regarding gathered from school directors, district education expert and district teacher association, coordinate focal group discussion result on 16/ 07/ 2010 E.C also indicates that on the factors that influence teachers' level of job satisfaction were explained follows:

The teachers' benefits and incentive were inadequate for extra work, and in school meeting, cluster teachers' meeting teachers' lack refreshment this lead teachers' dislike

their profession. Lack of transfer from school to school and stay one school for a long time, high cost of living conditions, Lack of school facilities and equipments. Thus, poor school working conditions in the school block the teachers' access to do various works that support the teaching learning process. low salary, low social status for the teaching profession, lack of technical support and encouragement of school directors to teachers, lack of giving attention by government. Low students' interest in learning, limited moreover, unsatisfied career structure, lack of academic freedom and political influence of teachers. This had a major influence on teacher turnover, educational wastage and quality of education.

4.3 The Most Significant Predictors' Determining Teachers Job Satisfaction

Which satisfaction factor is the most significant predictors' in determining teachers job satisfaction in public primary schools of Haramaya District?

Table 4.14.A

Model Summary Multiple Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 ^a	.996	.996	.04083

a. Predictors: (Constant), responsibility, salary, supervision, reward, advancement and promotion, recognition, work itself, fringe and benefits, working condition, school management, job security

b. Dependent Variable: job satisfaction

Table 4.14.B

ANOVA Multiple Regressions

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	103.486	12	9.408	5643.436	.000 ^b
	Residual	.398	238	.002		
	Total	103.884	250			

a. Dependent Variable: job satisfaction

b. Predictors: (Constant), responsibility, salary, supervision, reward, advancement and promotion, recognition, work itself, fringe and benefits, working condition, school management, job security

On the above (table 4.14 A and B) shows the second basic research question multiple regressions is calculated. A correlation analysis revealed factors of influence teachers level of job satisfaction and job satisfaction had a statistically significant relationship, $r=.998$, $F(11,239) = 5643$, $p < .05$, 99.6 % of the variance on the job satisfaction was explained for by the variance in factors influencing teachers job satisfaction.

Table 4.14.C***Coefficient Multiple Regressions***

Model	Beta	T	Sig.	VIF
Salary	.114	23.7	.000	1.43
Fringe benefits	.098	18.3	.000	1.76
Reward	.082	15.7	.000	1.68
Working Condition	.109	19.4	.000	1.95
Advancement and promotion	.148	27.8	.000	1.76
School Management and leadership style	.164	25.9	.000	2.48
Supervision	.147	31.7	.000	1.32
Job security	.154	22.8	.000	2.84
Recognition	.132	25.1	.000	1.71
Work itself	.196	38.2	.000	1.63
Responsibility	.176	26.8	.000	2.66
Interpersonal relationship	.169	16.2	.000	3.5

Significance levels (at $\alpha=0.05$)

To determine the relative importance of satisfaction factors as reflected in the second research question of this study, a regression analysis containing all the independent variables were conducted. However, when conducting multiple regressions multicollinearity may occur, this observed when two or more predictors in the model correlated and they provide redundant information about the response. Therefore, to check whether the regression analysis suffers from multicollinearity among the independent variables, variance inflation factor (VIF) values are calculated. As Table, 4.14.C indicates all VIF values are small enough (less than 5), thus there is no serious multicollinearity problem in the model.

After checking the absence of multicollinearity, regression analysis executed to prioritize the relative importance of independent variables on teacher's level of job satisfaction. Accordingly, the most important predictors of public primary school the teachers job satisfaction are, the work itself ($\beta = 0.196$), responsibility ($\beta = 0.176$), interpersonal

relationship ($\beta = 0.169$), school management and leadership style ($\beta = 0.164$), security ($\beta = 0.154$), advancement and promotion ($\beta = 0.148$), supervision ($\beta = 0.147$), recognition ($\beta = 0.132$), salary ($\beta = 0.114$), working condition ($\beta = 0.109$). On the other hand, where as a fringe benefit ($\beta = 0.098$), reward ($\beta = 0.082$) did not have strong contribution in predicting the job satisfaction level of public primary schools teachers of Haramaya District. Although it is revealed in Table 4.14.C that extrinsic factors had a significant stronger relationship with the level of the teachers' job satisfaction, all the extrinsic factors are not strong significant predictors of teachers' level of job satisfaction. Specifically, even though the reward ($\beta = 0.082$) and fringe benefit ($\beta = 0.098$) is categorized into an extrinsic factor, its relative importance in predicting teacher job satisfaction is quite low.

4.4. Measures Taken by the Concerned Stakeholders to Satisfy Teachers

What measures have been taken by the concerned stakeholders (at school, District, region or federal level) to enhance and satisfy teachers?

Findings of the qualitative open-ended questionnaire and focal group discussion

Respondents were asked to state their beliefs about the factors that influence the teachers' level of job satisfaction in the work environment, what challenge were made from concerned stakeholders to satisfy teachers at school, district, and regional or federal level and possible suggestions that they raise to improve the job satisfaction level of teachers. The response of the respondents the measures attempt doneto satisfy teachers from concerned educational stakeholders at the School, District, and Regional or Federal level as follows:

Most teacher respondent's suggestions are:

- Teachers should pay better salary, improve the status and recognition of the profession, minimize paper working for teachers, a create conducive working environment, a create good communication system, maximize students' interest toward education, take remedial actions to change the status and dignity of the

profession, house allowances and medication given to teachers, let them free from political influence.

Regarding gathered from school directors, district education expert and district teacher association, coordinate focal group discussion result on 16/ 07/ 2010E.C indicates that Suggestions to increase teacher's level of job satisfaction and to improve their satisfaction most of participants were explained follows:

- The government should revise and improve the salaries of teachers to be equivalent to the salaries of other civil servants, because our teachers have the right to share in the resources of our country.
- The government should ensure that there are adequate teaching and learning facilities in public primary schools; teachers must be evaluated by their performance rather than political commitment and assign the right person at the right place. However, education leaders, stakeholders and the government should work co-operatively with teachers, students, parents and teacher unions to address educational reforms, helping teachers to solve their house /residence problems and improve teachers working environment. On the other hand, work cooperatively with the students and the teachers with regard to the students' behavior and discipline.
- The concerned body should provide proper promotion, evaluation and opportunity for further education to provide smooth, transparent and accountable relationship and commitment between teachers and school, district, and federal educational leaders.
- All government bodies and educational Media give and work to the proper resection of the profession to improve the administrative system at all levels of education and assigning professional school leaders and administrators at school and District Education office level.

4.5 Variable Comprises of the Personal Characteristics and Dependent Variable Comprises the Facets of Job Satisfaction

Is there a difference factors that influence teachers' level of job satisfaction interact with personal characteristics variable (age, sex, education level, and teaching experience) in Haramaya District?

The research factors that influence the teachers' level of job satisfaction in the Haramaya District to find out the satisfaction level of teachers teaching in public primary schools in Haramaya District. The independent variable comprises of the personal characteristics and dependent variable comprises the facets of job satisfaction.

Table 4.15

Summary of Independent T-Test of Sex Differences in Teachers' Job Satisfaction

Sex	N	Mean	S. D	Df	t-value	P
Male	133	2.71	.67	(1,249)	0.09	0.93
Female	118	2.70	.62			

From Table 4.15 above it was observed that the sex of respondents an independent sample t-test was conducted to compare the overall job satisfaction level of male and female teachers. There were no statically significant difference in level for males (m=2.71, SD=0.67) and females (m=2.70, SD=.62; $t(1,249) = 0.09$, $p = 0.93$, two-tailed). The magnitude of the difference in the means (mean difference = 0.007, 95% confidence interval -0.15 to 0.17) was very small (eta squared = 0.0003). Thus, sex might not influence the teachers' level of job satisfaction in the study area.

Table 4.16***Summary of One- Way ANOVA of Age Differences in Teachers' Job Satisfaction***

Age group	N	Mean	SD	Df	F	P
21-30	140	2.67	.64	(3,247)	4.63	.004
31-40	87	2.64	.59			
41-50	15	3.12	.55			
51-60	9	3.23	.79			

Significance levels (at $\alpha=0.05, 0.01$)

Table 4.16 indicates that the overall job satisfaction with regard to age respondents between the ages of 21 - 30 years had a mean job satisfaction score of 2.67 but those between the ages of 31 - 40 years had a mean job satisfaction score of 2.64. On other, hand those between the ages of 41 - 50 years had a mean job satisfaction score of 3.12 and respondents between the ages of 51 and above age had a mean job satisfaction score of 3.23. Further analysis of the mean differences show that age had a statistically significant effect on respondents' overall job satisfaction at the 0.05 levels of significance, $F(3, 247) = 4.63, p = 0.004$. Even though success statistical significance, the actual difference in mean score between the groups was very small. The effect size calculated using the eta. Square was 0.002, Post –hoc analysis of the mean differences showed that older teachers (41-50 years & 51 and above years) reported more job satisfaction than respondents between the ages of 21-30 and 31-40 years of age. This means age of teachers influence the level of job satisfaction. (Appendix D)

Table 4.17***Summary of One- Way ANOVA of Qualification and Teachers' Job Satisfaction***

Qualification	N	Mean	SD	Df	F	P
Certificate	27	2.37	.67	(2,248)	5.03	.007
Diploma	173	2.78	.67			
Degree	51	2.66	.44			

Significance levels (at $\alpha=0.05$)

Table 4.17 illustrates the overall job satisfaction with regard to education level. The findings indicate that it has a statistically significant difference at the $p < 0.05$ level in their job satisfaction for the three qualification groups $F(2,248) = 5.03$, $p = 0.007$. Despite reaching statistical significance, the actual difference in mean score between the groups was very small. The effect size calculated using the eta. Square was 0.001, post – hoc comparisons using Tukey HSD score indicates that that the two groups being compared are significantly different from one another at the $p < 0.05$ level. The exact significance value is given in the column labeled Significant. In the results presented above, only group 1 ($M = 2.37$, $SD = 0.64$) and group 2 ($M = 2.78$, $SD = 0.67$) are statistically significantly different from one another. That is, the certificate qualification group and the diploma qualification group differ significantly in terms of their job satisfaction scores. Group 3 ($M = 2.66$, $SD = 0.44$) did not differ significantly from either Group 1 or 2. This means that the qualification does have influence on the teachers' level of job satisfaction. (Appendix E)

Table 4.18***Summary of One-Way ANOVA of Experience and Teachers' Job Satisfaction***

Teaching experience	N	Mean	Std. Deviation	Df	F	P
1-9	86	2.64	.58	(3,247)	4.56	.004
10-19	115	2.63	.64			
20-29	37	2.98	.64			
30 and above	13	3.07	.75			

Significance levels (at $\alpha=0.05$)

Table 4.18 indicates the overall job satisfaction level with regard to the years of teaching experience. The findings indicate that has statistically significant difference on the overall job satisfaction at the 0.05 level of significance, $F(3, 247) = 4.56, p = 0.004$. This means that the years of teaching experience does have influence on level of job satisfaction. The table showed that teacher with teaching experience of more than 30 years had higher satisfaction level. Regardless, getting statistical significance, the actual difference in mean score between the groups was very small. The effect size calculated using the eta square was 0.002. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 ($M = 2.64, SD = 0.58$) was significantly different from Group 2 ($M = 2.63, SD = 0.64$), group 3 ($M = 2.98, SD = 0.64$). Group 4 ($M = 3.07, SD = 0.75$) did not differ significantly from either Group 1, 2 or 3. That means, the 1-9 years teaching experience group, 10-19 years teaching experience and the 20-29 years teaching experience group differ significantly in terms of their level job satisfaction mean scores. (Appendix F)

CHAPTER 5: DISCUSSION

This chapter provides a discussion of the findings of the study and seeks to answer the research questions of the study. In order to conceptualize the research, comparisons are drawn with available literature on job satisfaction among teachers.

The main factors influence the teachers' level of job satisfaction are salary, fringe benefits, reward, Working conditions, supervision, school management and leadership style and leadership style and job security, Interpersonal relationships work itself, responsibility, recognition, advancement and promotion and Personal characteristics (sex, age, education level, and teaching experience)

The results of the study showed that salary and fringe benefits had an effect on the job satisfaction of the teachers. Both quantitative and qualitative data clearly showed that the majority of the teachers were not satisfied with their remuneration. Of all the factors that were investigated in this study, salary and fringe benefits had the lowest mean satisfaction rating. The teachers as the major sources of their job dissatisfaction reported salary, fringe benefits, reward and working condition. Their dissatisfaction with their poor salaries was influenced by the inflation rates. In addition, no other fringe benefits, such as transport allowances, health insurances and medical care are provided. All these and other unfavorable conditions have a strong negative impact on the job satisfaction of the teachers. This dissatisfaction affected quality teaching. Thus, this study confirms the teachers' dissatisfaction with their salaries that was found in studies by local survey conducted by Gedefaw (2012) showed poor and inadequate salaries and salary inequalities between teachers and non-teachers as the most dissatisfying aspect of the teachers' work. In this study overall of the teacher, respondents were unsatisfied with their salaries. The teachers reported that the salaries they received did not compare well with the qualifications they had, with other professions, with their efforts and experiences, did not cover all their basic needs and did not enhance their commitment to teaching.

As regards recognition and reward, teachers were unsatisfied with their status and with the absence of recognized for a job well done, enough recognition from the immediate

supervisor and school leader and the absence of respect from students. This finding is consistent with findings from previous studies (Gedefaw 2012&VSO, 2008). The teachers' in Papanastasiou and Zymbelas's (2006) study reported that they were dissatisfied with the lack of recognition from their society. The teachers in this study believed that their poor status was related to their poor salaries.

The school working conditions are one that facilitates effective teaching learning process as well as teachers' satisfaction. The teachers' response shows their disagreement on the conduciveness of their working conditions. Thus, the environment and working conditions of public primary schools are not attractive and initiative, comfortable working area, accessibility of transportation, insufficient amount of material, tools for teaching learning process. As the majority of the data gathered by questionnaire indicates, the school environment is poor to satisfy teachers, because most primary schools lack necessary school facilities and equipments. Thus, poor school working conditions in the school block the teachers' access to do various works that support the teaching learning process. By supporting this School working condition sensible impact on an employee, job satisfaction because, the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

Teachers' advancement and promotion support is important for the improvement of the teaching learning process as well as the students' academic achievement. Towards this, the compiled result of interview and questionnaire indicates the presence of low professional advancement and development for teachers in both district education office and school level.

Supervision is the core to improve the teaching learning process as well as the teachers' capacity to solve problems. However, the response of teacher shows lack of continuous support from supervisors and lack of supervisors provides training on various issues in public primary schools. In addition, the majority of teachers agreed that supervisors observe classroom instructions regularly and initiate the teacher to discuss on various academic issues. Sergeant and Hannum (2005) indicate that the quality of the leaders and supervisors has an effect on the working environment of the school. It is therefore

necessary to acquire professional and competent persons in a state of uncertainty to pull up the correct applier, which must also be paid at the supervisor's judgment.

Working itself factor contains four items related to the teacher's daily task, creativity and independence. The factor of work itself, subsequently, is the teaching job or the tasks related to job. It involves teachers happy with their work, teachers' pleasure from teaching, the opportunity to use skills at school. Although the teachers believe, teaching develops the children.

As the teachers', response indicates their responsibility for the teachers satisfied with autonomy as a teacher, freedom in decision making, and solve school problems. However, teachers dissatisfied with school responsibilities after school. On the other hand, the interview conducted with school director indicates that; the majority of teachers expect command from the school director, department heads or other concerned staff members to do their work. This confirms the presence of some problems that influence the satisfaction level of teachers to their works.

The results of the present study (see Tables 4.13); indicate that the public primary school teachers who participated in the study were generally satisfied with some of their interpersonal relationships. They reported deriving most satisfaction from their interpersonal relationships with their colleagues and other staff members. The majority of the teacher respondents mentioned collegial relationships as a satisfactory aspect of their teaching job. The job satisfaction of the public primary school teachers in Haramaya District was closely connected to the pleasure gained from working with their colleagues. The finding that the teachers in the present study are satisfied with their relationships with their colleagues is also consistent with the conclusions in other studies done previously (Bogler, 2005). However, teachers in the Haramaya district unsatisfied the absence of parents involved in children learning which negatively affected their relationships with the parents.

The second objective identifies to pinpoint the important of each satisfaction factor on the teachers' level of job satisfaction in Haramaya District. Accordingly, the most important predictors of public primary school teachers job satisfaction are, the work itself ($\beta = 0.196$), responsibility ($\beta = 0.176$), interpersonal relationship ($\beta = 0.169$), school

management and leadership style ($\beta = 0.164$), security ($\beta = 0.154$), advancement and promotion ($\beta = 0.148$), supervision ($\beta = 0.147$), recognition ($\beta = 0.132$), salary ($\beta = 0.114$), working condition ($\beta = 0.109$). On the other hand, where as fringe benefit ($\beta = 0.098$), reward ($\beta = 0.082$) did not have a strong contribution in predicting the job satisfaction level of public primary school teachers of Haramaya District. By supporting this job, satisfaction variables of teachers in Haramaya District are a significant intrinsic factor.

Therefore, the evidence is sufficient to conclude that intrinsic factors are more effective than extrinsic factors in increasing the satisfaction level of teachers in public primary schools of Haramaya District. Similar to this, the research finding of MoE (2008) indicates extrinsic factors are the main causes for secondary school teachers' dissatisfaction. The finding lists lack of incentives, low regard for teachers and poor conditions of service as the main causes that demotivate teachers. Additionally, VSO (2007) identifies inadequate salaries, low respect for and low status of teachers, recognition, poor management and leadership style and poor school environment as the main factors that hinder teachers' motivation in the Ethiopia educational system.

The third objective identifies the measures to satisfy teachers from concerned educational stakeholders at the school, district, and regional or federal level. Teachers should pay better salary, improve the status and recognition of the profession, minimize paper working for teachers, create a conducive working environment, create a good communication system, maximize students' interest toward education, take remedial actions to change the status and dignity of the profession, house allowances and medication given to teachers, let them free from political influence.

Demographic characteristics of teachers have influence on their level of job satisfaction

Sex and job satisfaction

Research works in relation between job satisfaction and sex yielded conflicting findings. Akhtar and Ali (2009) explain that females have higher levels of job satisfaction than males. However, Hulin and Smith (1963) explain just the opposite indicating the males

are more satisfied than females about job satisfaction. Drey, Syrotuik, and Siddque (1984) posits that there is no difference in sex about job satisfaction. Table 15 also shows that sex respondents did not have any statistically significant effect on the overall job satisfaction at the 0.05 level of significance, $t(1,249) = 0.09, p = 0.93$.

Age and job satisfaction

The research findings indicated that a difference of age had a statistically significant influence on the level of job satisfaction. The satisfaction level is at its highest among teachers aged 51 and above, followed by the 41-50 age range, and then those aged 30 and below. However, the 21-30 age range also seems to be satisfied, though somewhat less so compared to the other three groups. The findings indicate a statistically significant difference between age groups. When compared to various age ranges, it has been found that as teachers grow older, their satisfaction level increases. Higher age groups are more likely to be satisfied because they have spent more time in the profession. The highest satisfaction level is observed in teachers aged 51 and above, likely due to their maturity and pleasure in their work and adaptability. Similarly, research findings support the previous research of Dorji Kinley (2007), who found that as teachers grow older, their satisfaction also increases. The younger generation has a lower satisfaction level, possibly because they are more ambitious and face more peer pressure from their colleagues who are better off in the teaching profession.

Difference of qualification and job satisfaction

Regarding qualification, diploma holders were more satisfied than degree and certificate holders. Degree holders were less satisfied than diploma holders. The research findings indicate that a difference in qualification had a statistically significant effect on job satisfaction. Supporting this, Akiri and Ogborugbo (2009) found a negative relationship between educational level and job satisfaction. They concluded that the most educated teachers are the least satisfied because of the gap that existed between their expectations and the realities of professional work.

Difference of teaching experience and job satisfaction

The findings indicate that it had statistically significant difference. This means that the years of teaching experience do have an influence on the level of job satisfaction. Teachers with teaching experience of more than 30 years had higher satisfaction level. As mentioned earlier, the senior teachers are more satisfied than the younger ones as they served the system for longer duration are being able to adapt to system and the other probable reason could be the young teachers are more ambitious than the older ones. The research supports the findings of Fraser and Taylor (1998) who concluded that teachers with longer service are overall less satisfied with teaching and on some specific aspects of satisfaction, the differences are statistically significant. The reason could be that as the teacher gains the experience more demand for such teachers are more everywhere and their sense belonging changes.

CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part of the study deals summary, the conclusion drawn on the bases of the findings and recommendations, which are assumed useful to enhance the factors that influence the teachers' level of job satisfaction in public primary schools of Haramaya District.

6.1. Summary of the Study

To answer these research questions, the descriptive survey method employed. To this effect, the study is conducted in 15 geographically clusters selected primary schools of Haramaya District. A total 256 teachers selected through geographic cluster sampling technique, to participate in the study. Furthermore, 5 school directors, 3 education office experts and 1 District teachers association leaders were selected purposively, since they have a direct relation in supporting and satisfying teachers. To gather necessary information on the issue 256 questionnaires distributed to teachers, and 251 (98 %) are properly filled and returned.

In addition, focal group discussion conducted with 5 school directors, 3 education office expert and 1 District teachers' association leaders, to take out in-depth information regarding to teachers' level of job satisfaction.

The data collected from teachers through close-ended questionnaire was analyzed and interpreted using different statistical tools like percentage, mean, standard deviation, independent sample t-test, one-way ANOVA, correlation and multiple regressions. The analysis of the quantitative data performed using SPSS version 20-computer program. The data gathered through open-ended questionnaires and focal group discussion analyzed qualitatively using narrations to support the result obtained from quantitative analysis and answer the basic question. The study came up with the findings, according to the research questionnaire.

- The study assesses the main factors that influenced teachers' level of job satisfaction had been prioritized according to their degree of dissatisfaction. Among these, fringe benefits, salary and reward 1st, 2nd and 3rd sequentially. These factors are the most

critical for teachers' level of job satisfaction. Salary is the direct benefits teachers' get from their job the study found that it the very unsatisfied factors.

- The second categories' of these factors are working condition and recognition are ranked 4th and 5th respectively are unsatisfied factors.
- The third factors that moderate (average score) teachers of Haramaya District were supervision, school management and leadership style, advancement and promotion, responsibility, job security and work itself ranked from 6th, 7th, 8th, 9th, 10th and 11th respectively.
- Lastly, teachers' only satisfied level with interpersonal relationship in Haramaya District, East Hararghe Zone.

The second objective assesses the most significant predictors' in determining teacher's job satisfaction. Extrinsic factors had a significant stronger relationship with the level of the teachers' job satisfaction; all the extrinsic factors are not strong significant predictors of teachers' level of job satisfaction. Specifically, even though the reward ($\beta = 0.082$) and fringe benefit ($\beta = 0.098$) is categorized into an extrinsic factor, its relative importance in predicting teacher job satisfaction is quite low. In general, the job satisfaction variables of teachers in Haramaya District are a significant intrinsic factor. Therefore, the evidence is sufficient to conclude that intrinsic factors are more effective than extrinsic factors in increasing the satisfaction level of teachers in public primary schools of Haramaya District.

The third objective examine the measures taken by the concerned stakeholders at the school, district, regional or federal level to enhance and satisfy teachers. Teachers should pay the better salary; improve the status and recognition of the profession, minimize paper working for teachers, a create conducive working environment, a create good communication system, maximize students' interest toward education, take remedial actions to change the status and dignity of the profession, house allowances and medication given to teachers, let them free from political influence.

The fourth objective examines the personal factors and the findings revealed findings show that there are no significant sex differences found between male and female teachers in their overall job satisfaction. Age has a significant effect on job satisfaction.

The analysis of the findings shows that older teachers reported higher overall job satisfaction than younger teachers. There is a significant difference in the level of job satisfaction among teachers about education level. That is, the certificate qualification group and the diploma qualification group differ significantly in terms of their job satisfaction scores. There was statistically significant difference teaching experience found in the teachers' overall job satisfaction. However, those who have longer teaching experience reported higher satisfaction than teachers' with teaching experiences between 1 and 9 years.

6.2. Conclusion

To conclude, the factors that influence teachers' level of job satisfaction in the public primary schools are many. These factors need to be given serious attention by all stakeholders in order support the public primary school education in Haramaya District. The factors that influence teachers' level of job satisfaction among teachers are intrinsic and extrinsic factor as illustrated by Herzberg in his two- factor theory. Extrinsic factors are also known as hygiene factors are environmental in nature. The intrinsic factors are motivating factors are high-level needs. This means extrinsic factors are greater emphases than intrinsic factors. Any successful teachers' addresses the extrinsic factors before moving on to address the intrinsic factors. Extrinsic factors, namely fringe benefit, salary, reward, working condition and supervision are the most influential factors of teachers' job dissatisfaction. Among intrinsic motivation Factor recognitions, advancement and promotion are found to be a significant in this study.

Demographic factors relate positively with job satisfaction in various degrees, and as such, they need to be considered by both employers and teachers in the quest for job satisfaction. Lastly but not the least, how individuals make their career choices impact on their level of satisfaction and life satisfaction as a whole. There were statistically significant differences among teachers' job satisfaction level with their age, qualification and teaching experience as a job satisfaction factor. On the other hand, characteristics such as sex do not show a statistically significant difference as factors for teachers' level of job satisfaction.

Finally, the findings of the study, the researcher concluded that the majority of teachers were unsatisfied with the salary paid and absence of an incentive, reward, recognition and poor working condition they get and school-based problems and other stakeholders and educational experts' ineffective administration and lack of treatment, dissatisfied teachers in their work places.

6.3. Limitations of the Study

Significant limitations are basic in a survey of this type. To find with, due to the fact that survey instrument used is a self- report measure, the information presented by the participants was based on their perceptions. Although the participants were certain of confidentiality, it is likely that they either overstated or under reported the level of satisfaction. Additionally, even though the level of participation is low, there is the option that responses from the individual teachers who did not participate may have differed in some way from those who did in fact, participate.

There were a number of problems, which the researcher faced while conducting the study. Some respondents were not ready to answer open-ended questionnaires and some respondents did not return questionnaires, district expert were in serious of meetings to conduct an interview with them were also very challenging. However, all possible efforts were made to overcome and come up with these facing the problem with redundantly go to them.

6.4. Recommendations

Based on the findings of the study, the following were the recommendations:

Encouraging satisfaction factors and reducing dissatisfaction factors will result in improved teacher satisfaction and contribute better in achieving educational goals and school objectives. Therefore, to get the required teacher level job satisfaction, teachers' needs to be assessed and fulfilled.

The government to ensure that there are adequate teaching and learning facilities in public primary schools. Many of the schools visited during the research are in an unhappy state, student desk, the floors, the roofs, walls and even the blackboards.

Lack of adequate facilities is dissatisfaction already since teachers want to be made proud of where they teach. The study recommends that the administration in any school should come up with their own modalities of ensuring that teachers in their schools are satisfied with their job. On the same note, the school directors in collaboration with the Parents Teachers Associations (PTA) should improve the school environment for teachers in their respective schools.

- The supervision and evaluation system of teachers at school must be smooth, positive feedback and improve technical skills of teachers.
- Most teachers' response shows that school working condition and teaching, as a profession does not have safety and security. Thus, the concerned stakeholders all educational administrators and experts in school, District, regional and federal level should give attention to the improvement of the school working conditions.
- Finally, it must be the responsibility of the government, education leaders and the stakeholders create awareness to parents, students, and the society, through media program, about the teachers' profession, status, rights and roles, so that our people can develop positive attitudes towards teachers and education in general.

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AppendixA

Jimma University

College of Education and Behavioral Studies

Department of Educational Psychology

Questionnaire to be filled by teachers

Dear respondent the main purpose of this questionnaire is to collect data from teachers', research conducted on the title factors influence Teachers Job Satisfaction in Public Primary Schools of Haramaya District East Hararghe Zone. In this questionnaire, you will be able to identify those aspects of teaching profession that leads to satisfaction as well as to dissatisfaction. The results will help you to clarify the aspects of job that most directly contribute to the relationship between teachers' job satisfaction, the factors influencing it as well as variables relationship. In addition, it will help to recommend the necessary solution for the challenges observed. To obtain the reliable and valid information for the research your open and real information is highly appreciated. This questionnaire has three parts. Part one is about personal information, part two close-ended questions of five point Likert scale type and finally part three will be presented with open-ended question. Each part has its own instruction. Please, read each item carefully and give your response accordingly. If you overlook, respond twice or more for each item, it will invalidate the study.

Thank you very much for your time and invaluable ideas

Gutu Gosomsa, M.A. candidate.

Part I. Personnel Background

This part of the questionnaire will be about your personnel background, Please respond to the items according to the question. For an item having an option circle your choice.

1. Name of the school _____
2. Sex: 1) Male 2) Female
3. Age: 1) 21-30 years 2) 31-40 years 3) 41-50 years 4) 51 years and above
4. Your academic qualification:
 - 1) Certificate 2) Diploma 3) Degree
5. How long have you been teaching in year/s including this year? Circle your choice.
 - 1) 1-9 2) 10-19 3) 20-29 4) 30 years and above

Part II. Items related to major factors influence to teachers level of job satisfaction.

Note: Mean score Using the scale Very satisfied=5, satisfied=4, moderate=3, least satisfied=2 and not satisfied=1 the five point Likert scale rate your level of satisfaction with the following aspects of teachers job. Please use tick (√) mark under your preference that represents the scale you choose.

Give your answer depending on your school

No		1	2	3	4	5
	Items related to inadequate salary					
1	My monthly salary satisfies me to participate in social affairs with confidence					
2	My salary compares well with my qualification(s)					
3	My salary is appropriate for my experience					
4	My salary improves my commitment					
5	I earn well in comparison to other professional jobs					
	Items related to inadequate fringe benefits.	1	2	3	4	5
6	The house allowance, residence place provided makes me to be stable in my work area					
7	Pay incentives would improve teacher morale					
8	I have enough time to participate in any social affairs					
9	Teachers are additional incentive received for their extra work.					

...

Very satisfied=5 satisfied=4 moderate=3 least satisfied=2 not satisfied=1

	Items related to reward	1	2	3	4	5
10	Teachers are rewarded based on their performance.					
11	Hardworking teachers are encouraged by giving them presents.					
12	Teachers are promoted based on their qualifications and performance.					
13	There are monetary and non-monetary appreciations					
	Items related to School working condition	1	2	3	4	5
14	School is satisfied teachers' with creating clean, initiating and comfortable working area.					
15	Teachers' are satisfied with accessibility of transportation					
16	Teachers would not like to be transferred to another school					
17	Teachers satisfies with supply of sufficient amount of material, tools for teaching learning process					
18	Teacher interested to attend all the time in instructional class in the school.					
19	Student attitudes towards education in school are enhanced teachers job satisfaction					
	Items related to advancement and promotion	1	2	3	4	5
20	I have an opportunity to advance my education status					
21	I am teaching school level that matches with my qualification status					
22	I am teaching grade and school level that matches with my experience and qualification status					
23	I have high position status in the community					
	Items related to school management	1	2	3	4	5
24	I am satisfied with our school policies					
25	I am satisfied with the teacher management system of the school					
26	The leadership style at my school enhances my commitment					
27	I am pleased with the leadership quality of my school director(s)					
28	My school director works well in a group					
29	The school director is democratic					
	Items related to supervision	1	2	3	4	5
30	My supervisors know how to support teachers					

31	My supervisors are interested to help teachers					
32	Teachers get continuous support from supervisors					
33	My school supervisors provide training on various issues					
34	My school supervisors observe classroom instructions regularly					
35	My supervisors initiate the teacher to discuss on various academic issues					
	Items related to job security	1	2	3	4	5
36	Teachers job security in the school					
37	Teachers opportunity for a secure future					
38	My school management involvement for teachers welfare					
39	The work to solve problems that threaten teachers					
40	My school has good security					
	Items related to recognition	1	2	3	4	5
41	In my school I am recognized for a job well done					
42	I get enough recognition from education leaders					
43	At my school the students respect the teachers					
44	I get enough recognition from my immediate supervisor for my work					
	Items related to work itself	1	2	3	4	5
45	I am happy with the type of work I do as a teacher					
46	I get pleasure from teaching					
47	I have the opportunity to use my skills at school					
48	I believe my teaching develops the children					
	Items related to responsibility	1	2	3	4	5
49	I am satisfied with my autonomy as a teacher					
50	I am satisfied with the amount of freedom I have in decision-making					
51	I am satisfied with my responsibility to solve school problems					
52	I am satisfied with my school responsibilities after class hours					
	Items related to Interpersonal relationship	1	2	3	4	5
53	I am happy with my professional relationship with the school director					
54	I am satisfied with the respect from my school director					
55	I am satisfied with my relationships with colleagues					
56	I am happy with the behavior of my colleagues towards me					
57	I am happy with the respect from my colleagues					
58	I am happy with my relationships with the students					
59	My good relations with students keep me in teaching					
60	I am pleased with my relationships with the students' parents					
61	In my school the parents are involved in their children's learning					

Very satisfied=5, satisfied=4, moderate=3, least satisfied=2 and not satisfied=1

III. Write your assumption and recommendation for the following questions.

1. Mention other factors that influence teacher's job satisfaction in the work place. _____

2. What attempts /measures/ are done to satisfy teachers (from schools, district, Region, and federal level)? _____

Appendix B

Jimma University

College of Education and Behavioral Studies

Department of Educational Psychology

A study on “Factors influencing Teacher’s level of job satisfaction in Haramaya District Public Primary Schools in East Hararghe Zone Oromia Region.

Focal group discussion Questions for school principals

1. What factors influence teachers’ job satisfaction in your school? What are their impacts?
2. Do you believe that teachers have the authority to do their teaching practices with academic freedom?
3. Do teachers participate in the various decisions, in different committees, extracurricular activities etc in the school? If not why?
4. Are there enough supplies of materials and equipment to teachers to do their teaching practices well?
5. What measures have been taken by the concerned stakeholders (at school, District, region or federal level) to enhance and satisfy teachers?

Thank you!

Appendix C

Jimma University

College of Education and Behavioral Studies

Department of Educational Psychology

A study on “Factors influencing Teacher’s level of job satisfaction in Haramaya District Public Primary Schools in East Hararghe Zone Oromia Region.

Focal group discussion Questions for district educational experts and Teachers’ Association leaders:-

1. What factors influence teacher’s job satisfaction? What are their impacts?
2. How do you enhance the status and recognition of teachers by students and community? What is your recommendation to be?
3. What kind of support do you give the district schoolteachers to satisfy and to make favorable work environment?
4. What measures have been taken by the concerned stakeholders (at school, District, region or federal level) to enhance and satisfy teachers?

Thank you!

Yuuniversiitii Jimmaa
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Dippaartimantii Barnoota Xiinsammuu(Educational Psychology)

Digirii 2ffaa

Gaaffannoowwan barsiisotaan guutamu

Kaayyoon guddaan gaaffannoo kanaa sababoota itti quufnsa hojii barsiisummaa manneen barnoota sadarkaa tokkoffaa keessatti dhiibba fidan irratti qorannoo gaggeessuu dha “factors that influence teacher’s level of job satisfaction in public primary school”.

Kutaa 1ffaa: Gaaffilee odeeffannoo dhuunfaa keetiin walqabatan kanneen armaan gadiimallattoo’√’ fayyadamuun iddoo siif kenname irratti deebii kee agarsiisi.

1. Maqaa Mana barnootaa _____

2. saala: 1) Dhiira 2) Dubartii

3. Umrii:

1) waggaa 21-30 2) waggaa 31-40 years 3) waggaa 41-50 years 4) waggaa 51 fi ol

4. sadarkaa barnoota : 1) Dh.L.B 2) Dipiloomaa 3) Digirii

5. Bara kana wajjin waggaa meeqa barsiifte.

1)1-9 2) 10-19 3) 20-29 4) waggaa 30 fi ol

Kutaa 2ffaa:sababoota gurguddoo sadarkaa itti quufinsa hojii barsiisummaa irratti dhiibbaa geessisan.

Yaadachiisa: Iskeelii kana fayyadamaa.Baay’ee itti quufeera=5, Itti quufeera=4, Giddu-galeessa=3, xiqqoo itti quufeera=2 fi Itti hin quufne=1.”five point Likert scale rate” sadarkaa itti quufinsa hojii kee irratti qabdu ta’uu danda’a. Tokkoon tokkoo isaanii irratti hammam akka itti waliigaltu mallattoo “√” fayyadamuun agarsiisi.Yaadotni akka armaan gadiitti deebiifamu.

Baay’ee itti quufeera=5, Itti quufeera=4, Giddu-galeessa=3, xiqqoo itti quufeera=2 fi Itti hin quufne=1.

Haala Mana Barnootaa kee irratti hundaa’uu deebii kenni.

	Mindaa wajjin wal qbatee (salary)	1	2	3	4	5
1	Mindaan kiyaa jireenya hawaasummaa keessatti hirmaannaa gochuuf quubsaa dha.					
2	Mindaan kiyaa sadarkaa Barnootaa qabuu waliin wal-gita.					

3	Mindaan kiyya muuxannoon qabu waliin sirrii dha.					
4	Mindaan kiyya qophaa'ummaa koo fooyyesseera.					
5	Mindaan naaf kafalamu ogumma biraawajjin wal bira qabee yoon ilaalu gaarii dha.					
	Kafaltii minda alaa wajjin wal-qabatee(benefits)	1	2	3	4	5
6	Manni jireenyaa barsiisotaa jiraachuun hojii kiyya akkan tasgabaaye hojjedhu godheera.					
7	Kafaltiin onnachiiftuu argadhe haamilee kiyya fooyyesseera.					
8	Jireenya hawaasummaa irratti hirmaachuuf yeroo gahaan qaba.					
9	Hojii dabalataatiif kafaltiin onnachiiftuu barsiisotaaf ni kafalama					
	Badhaasa wajjin wal-qabatee (reward)	1	2	3	4	5
10	Barsiisotaaf badhaasni gahumsa hojii qabu irrati hundaa'ee ni kennama.					
11	Barsiisota hojii isaatiin cimaa ta'ef beekamtii kennuun ni jajjabeeffama .					
12	Barsiisonni madaallii hojii fi sadarkaa barnootaa qaban irratti hundaa'uun guddatu					
13	Jajjabeessituun maallaqaa fi kan biroo ni jira.					
	Haala naannoo hojii wajjin wal-qabatee (working condition)	1	2	3	4	5
14	Barsiisonni manni barnootaa iddoo hojii mijaawaa fi qulqulluu ta'utti gammadoo dha.					
15	Barsiisonni geejjibni gahaan jiraachuutti itti quufu.					
16	Barsiisonni mana barnoota kana irraa gara mana barnoota birootti jijjiiramuu hin barbaadan					
17	Barsiisonni meeshaaleen barnootaa gahaan baruu-barsiisuuf oolan jiraachuu itti quufu					
18	Barsiisonni fedhiin yeroo hunda daree barnootaa keessti argamu					
19	Ilaalchi barattoonni barnootaaf mana barumsaa keessatti qaban itti quufinsa hojii barsiisaa ni dabala					
	Guddina wajjin wal-qabatee (advancement/promotion/	1	2	3	4	5
20	carraa sadarkaa barnootaa koo fooyyeffachuu nin qaba					
21	Mana barumsaa sadarkaa barnootaa koo wajjin wal- gitun barsiisaa jira.					
22	Sadarkaa mana barumsaa fi kutaa sadarkaa barnootaa koo wal- gitun barsiisaa jira.					
23	Hawaasa keessatti fudhatama olaanaan qaba.					
	Hoggansa mana barumsa wajjin wal-qabatee (management)	1	2	3	4	5
24	Qajeelfama mana barumsaatti itti quufeera.					
25	Sirna manni barumsaa barsiisota itti hogganu itti quufeera.					

26	Haalli dura bu'aa mana barumsaa itti hogganu aantummaan hojiif qabu dabaleera.					
27	Ga'umsa dura bu'aa mana barumsaa hoggansaaf qabuu itti quufera.					
28	Dura bu'aa mana barumsaa hojii nu wajjin gareen hojjeta.					
29	Dura bu'aa mana barumsa dimokiraatawa dha.					
	Suupparvizinii wajjin wal-qabatee (supervision)	1	2	3	4	5
30	Suupparvaayizari akkaataa barsiisota itti deeggaran ni beeka.					
31	Suupparvaayizari barsiisota deeggaruuf fedhii qaba.					
32	Barsiisonni walitti fufinsaan suupparvaayizara irraa deeggarsa ni argatu					
33	Suuppavaayizari M/B mata duree barbaachisaa ta'an irratti leenjii ni kenna.					
34	Suupparvaayizari mana barumsaa daree barnootaa idileen ni daawwata.					
35	Suupparvaayizari dhimmaa barnootaa irratti barsiisaa wajjin mari'achuun ni jajjabeessa.					
	Haala nageenya wajjin wal-qabatee (job security)	1	2	3	4	5
36	Mana barumsa keessatti nageenyi hojii ni jira.					
37	Carraa nageenya barsiisotaa gara fuul-duraas eegamaa dha.					
38	Hoggansi mana barumsaa nageenya barsiisotaa ni eegsisaa.					
39	Sodaa barsiisaan hojii keessatti qabuuf furmaanni dafee kennama.					
40	Mana barumsaa nageenya gaarii qaba.					
	Beekamtii argachuu wajjin wal-qabatee (recognition)	1	2	3	4	5
41	Mana barumsaa kootti hojii gaarii hojjedheef beekamtii argadheera.					
42	Hoggansa barnootaa irraa beekamtiin gahaa argadheera.					
43	Mana barumsa kootti barataan barsiisaaf kabaja ni kenna.					
44	Hojiin hojjedheen suparvaayizara irraa beekamtii argadheera.					
	Hojii wajjin wal-qabatee (work itself)	1	2	3	4	5
45	Hojiin barsiisaa ta'ee hojjedhutti gammadeera.					
46	Barsiisuu irraa gammachuu guddaan qaba					
47	Dandeettii kiyya mana barumsaatti fayyadamuuf carran qaba.					
48	Barsiisuun koo dagaagina daa'immaniif ni fayyada.					
	Itti-gaafatamummaa wajjin wal-qabatee (responsibility)	1	2	3	4	5
49	Akka barsiisaatti of-danda'uu kiyya itti quufeera.					
50	Hojiin hojjedhe irratti bilisummaan murtee kennuu koo itti-quufeera.					
51	Itti-gaafatamummaa kootiin rakkoo mana barumasa furuu koo					

	itti-quufeera					
52	yeroo barnootaan alatti itti-gaafatamummaa mana barumsaa fudhachuu koo itti quufeera.					
	Qaamota adda addaatiin Walitti dhufeenya qabaachuu	1	2	3	4	5
53	Walitti dhufeenyi ogummaan koo dura bu'aa mana barumsa waliin qabutti gammadeera.					
54	Dura bu'aan mana barumsaa irraa ulfina argachuu koo itti quufeera.					
55	Hiriyoota koo waliin walitti dhufeenya gaarii qabaachuu koo itti-quufeera.					
56	Amala hiriyoonni koo naaf qabanitti gammadeera.					
57	Hiriyoota koo biratti fudhatama argachuu kootti gammadeera.					
58	Walitti dhufeenya barataa waliin qabutti gammadaa dha.					
59	Walitti dhufeenyi barattoota koo wajjin qabu barsiisummaa keessa akkan turu na taasiseera.					
60	Maatii barattootaa wajjin walitti dhufeenya gaariin qaba.					
61	Maatiin barachuu barattootaa isaanii keessatti ni hirmaatu					

III. Write your assumption and recommendation for the following questions.

1. sababoota biraa iddoo hojiitti itti-quufinsa hojii barsiisaa irra geessisan tarreessi.

2. Tarkaanfiiwwan itti-quufinsa hojii barsiisaa dabaluu (mana barnootaa irraa, Aanaa irraa, Naannoo fi federaalaan) fudhatamuu qaban barreessi.

A. mana barnootaa irraa

B. Aanaa irraa

C. Naannoo fi federaala

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Digirii 2ffaa

Gaaffannoowwan marii garee Ogeessa waajjiraa fi Waldaa barsiisaatiif qophaa'e

Kaayyoon guddaan gaaffannoo kanaa sababoota itti quufinsa hojii barsiisummaa manneen barnoota sadarkaa tokkoffaa keessatti dhiibba fidan irratti qorannoo gaggeessuu dha “factors that influence teacher’s level of job satisfaction in public primary school”.

1. Sababootni itti-quufinsa hojii barsiisotaa irratti dhiibbaa fidan maal fa,aadha ? rakkoon fido hoo?
2. Haala kamiin barsiisonni barattootaa fi hawaasa keessatti fudhataa qabaatu ?Gargaarsi /deeggarsi ati gootu maali ?
3. Deeggarsi ati barsiisota mana Barnoota Aanaa jala jiraniif naannoo hojii mijataa gochuuf kennitu maali ?
4. Tarkaanfileen itti quufinsa hojii barsiisaa fooyyessuuf qooda fudhatootni (dhimmamtootni) mana barumsaa,Aanaa ,Naannoo fi federalli fudhachuu qabu maal fa'aadha ?

Galatoomaa

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Digirii 2ffaa

Kaayyoon guddaan gaaffannoo kanaa sababoota itti quufinsa hojii barsiisummaa manneen barnoota sadarkaa tokkoffaa keessatti dhiibba fidan irratti qorannoo gaggeessuu dha “factors that influence teacher’s level of job satisfaction in public primary school”.

Gaaffannoowwan marii garee Dura bu’oota manneen barnootaaf qophaa’e

1. sababootni itti-quufinsa hojii barsiisotaa irratti dhiibbaa fidan maal fa,aadha ? rakkoon fido hoo?
2. barsiisonni itti gaafatamummaa ykn aangoo isaan hojii barsiisummaa irratti qaban bilisummaa qabu jettee amantaa ?
3. Barsiisonni mana barnootaa keessatti murtee kennuuf koree adda addaa keessatti ni hirmaatu ? yoo hin hirmaanne maaliif ?
4. Barsiisonni hojii shaakala baruu barsiisuu gaggeessuuf dhiheessi meeshaaleen gahaa dha ?
5. Tarkaanfileen itti quufinsa hojii barsiisaa fooyyessuuf qooda fudhatooni (dhimmamtooni) mana barumsaa, Aanaa ,Naannoo fi federalli fudhachuu qabu maal fa’aadha ?

Galatoomaa

Appendix D Age

ANOVA Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.538	3	1.846	4.637	.004
Within Groups	98.346	247	.398		
Total	103.884	250			

Multiple Comparisons of age

Dependent Variable: job satisfaction

	(I) age	(J) age	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	21-30	31-40	.030	.086	.985	-.19	.25
		41-50	-.449*	.171	.046	-.89	-.00
		51-60	-.554	.216	.054	-1.11	.00
	31-40	21-30	-.030	.086	.985	-.25	.19
		41-50	-.479*	.176	.035	-.93	-.02
		51-60	-.584*	.220	.043	-1.15	-.01
	41-50	21-30	.449*	.171	.046	.00	.89
		31-40	.479*	.176	.035	.02	.93
		51-60	-.104	.266	.979	-.79	.58
	51-60	21-30	.554	.216	.054	-.00	1.11
		31-40	.584*	.220	.043	.01	1.15
		41-50	.104	.266	.979	-.58	.79
		41-50	.104	.266	1.00	-.60	.81

*. The mean difference is significant at the 0.05 level.

Appendix E Education level

ANOVA of Education level

Job satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.057	2	2.028	5.039	.007
Within Groups	99.828	248	.403		
Total	103.884	250			

Multiple Comparisons of Education level

Dependent Variable: job satisfaction

	(I) Education level	(J) Education level	Mean Diffe rence (I-J)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Tukey HSD	Certificates	Diploma	-.40 [*]	.006	-.71	-.09
		Degree	-.29	.127	-.65	.06
	diploma	Certificate	.40 [*]	.006	.09	.71
		Degree	.11	.494	-.12	.35
	degree	Certificate	.29	.127	-.06	.65
		Diploma	-.11	.494	-.35	.12

Appendix F teaching experience

ANOVA of teaching experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.461	3	1.820	4.568	.004
Within Groups	98.423	247	.398		
Total	103.884	250			

Multiple Comparisons of teaching experience

Dependent Variable: job satisfaction

	(I) teaching experience	(J) teaching experience	Mean Difference (I-J)	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tukey HSD	1-9	10-19	.011	.999	-.22	.24
		20-29	-.33*	.035	-.65	-.01
		30 and above	-.42	.110	-.91	.06
	10-19	1-9	-.01	.999	-.24	.22
		20-29	-.34*	.020	-.65	-.04
		30 and above	-.43	.088	-.91	.04
	20-29	1-9	.33*	.035	.01	.65
		10-19	.34*	.020	.04	.65
		30 and above	-.08	.974	-.61	.43
	30 and above	1-9	.42	.110	-.06	.91
		10-19	.43	.088	-.04	.91
		20-29	.08	.974	-.43	.61