

**THE PRACTICE OF PRINCIPALS IN ENHANCING TEACHER'S JOB  
SATISFACTION IN KERSA WOREDA SECONDARY SCHOOLS**



**JIMMAA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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**ATHESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
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## DECLARATION

This thesis entitled “the practice of principal in enhancing teacher’s job satisfaction in government secondary school, jimma zone kersa woreda is my original work, it has not been presented for a degree in this or any other university, and all sources of materials used for the thesis have been fully acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any type of degree.

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This thesis has been submitted for examination with my approval to a university advisor.

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**Keyword:** Teacher, principal, leadership practices and job satisfaction

## **Abbreviations/Acronyms**

**ATP:** Advancement teacher program

**M:** Mean

**MOE:** Ministry of Education

**SD:** Standard deviation

**SPSS:** Statistical Package for Social Science

**UNESCO:** United nation education science and cultural organization

# Table of Contents

Contents	page
Acknowledgements .....	i
Abbreviations/Acronyms .....	ii
ABSTRACT .....	vii
CHAPTER ONE .....	1
1. INTRODUCTION.....	1
1.1 Background of the study. ....	1
1.2. Statement of the problem .....	2
1.3 Objective of the study .....	4
1.3 .1 General Objective of the study .....	4
1.3.2 Specific Objective of the Study .....	4
1.5 Delimitations of the Study.....	5
1.6 Significance of the Study .....	5
1.7 Operation Definition of terms .....	5
1.8. Organization of the Study .....	6
CHAPTER TWO .....	7
2. REVIEW OF RELATED LITERATURE .....	7
2.1 The practice of principal enhancing teachers job satisfaction.....	7
2.2 Creating conducive school enviroment .....	9
2.1.1 The challenges facing school leaders.....	10
2.2 Concept of job satisfaction .....	12
2.3. Job satisfaction and educational implication.....	15
2.4 Importance of job satisfaction.....	17
2.6. Factors for Job Satisfaction .....	18
2.7 Factors Influencing Teachers’ Job Satisfaction. ....	19

2.7.1 Extrinsic Factors of Job Satisfaction .....	19
2.7.2 Intrinsic Factors of Job Satisfaction .....	22
2.8 Conceptual frame work .....	24
2.3. Theoretical framework .....	25
CHAPTER THREE .....	27
RESEARCH DESIGN AND METHODOLOGY .....	27
3.1 Research Design .....	27
3.2 Research Methodology .....	28
3.3 Sources of data .....	28
3.3.1 Primary sources .....	28
3.3.2 Secondary sources of data .....	28
3.4 population, Sampling Techniques and Sample Size .....	28
3.4.1 Population of the Study .....	28
3.4.2 Sample size and Sampling Techniques .....	29
3. 5 Research Instruments. ....	31
3.5.1 Questionnaire .....	31
3. 5.2 interview .....	32
3.6. Procedures of data collection .....	32
3.7 Methods of data Analysis .....	33
3.8 Validity and reliability of the Instruments .....	34
3.9 Ethical Consideration .....	34
CHAPTER FOUR.....	35
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....	35
4.1 socio-demographics characteristics of study respondents .....	35
4.3 Descriptive Data Analysis .....	38

CHAPTER FIVE .....	47
5. Summary of Major Findings, Conclusion and Recommendations .....	47
5.1. Summary of Major Findings.....	47
5.2. Conclusions.....	48
5.3. Recommendations .....	50
References .....	51



## List of Tables

Contents	page
Table 1. Sample and sample size .....	30
Table 2; Respondents socio-demographic characteristics. ....	36
Table 4.2; the mean and standard deviation of extent to principal's activities to enhance teacher's job satisfaction. ....	38
Table 4.3; The Mean and standard deviation roles of principals on enhancing teacher's job satisfaction. ....	41
Table 4.4; The Mean and standard deviation of creating conducive environment for the teachers. ....	43
Table 4.5; The teachers job satisfaction mean & standard deviation score .....	45

## ***Abstract***

*The major purpose of the study was to assess the practice of Principals in enhancing teacher's job satisfaction in Government Secondary Schools of Jimma Zone kersa woreda. For this study, descriptive survey research design was employed. 127 teachers from total number of teachers 202 were selected randomly and 7 principals from 7 secondary schools were selected by census ways. The findings reveal that generally the practice of principals in secondary schools in enhancing teachers job satisfaction showing a low-level ( $M=2.51$   $SD=1.19$ ). The instrument for the study was a five scale of number. Finally, the practice of principal was the way that could enhance high teacher's job satisfaction in government secondary schools. Based on the study finding it was recommended that head teachers should use effective practice like making conducive school environment, formulating strategic plan, in service program to update teachers that enhance teacher's job satisfaction.*

# CHAPTER ONE

## 1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, Significant of the study, delimitation of the study, definition of key Terms, and organization of the study.

### 1.1 Background of the study.

The basic work of principal is to develop the supportive environment for the staff members then they will able to accomplish their goals and objectives (Ibukun, 1997). The key role of the principal is leading the staff and shaping an environment in which teachers can do their work best (Marshall, 1993). Scott, Cox and Dinham (1999) found that teacher's job satisfaction is influenced by factors such as principal's letters of recommendation, professional growth, provision of welfare services and the status and image of teaching. In South Africa, Steinberg (1993) found that the management approach of the principal was one of the major determinants of teacher's job satisfaction. A study in Ethiopia indicated that there is a strong sense of distance from regional and national level decisions that are finally communicated to teachers as immutable decisions, often separated from their daily situations (UNESCO, 2006).

Without timely communication and consultation teachers lose morale to perform hence low job commitment. The school principal has the ability to instill commitment, teamwork and build trust among staff. Teacher commitment is closely related to teachers work performance and their ability to innovate and incorporate new notions into their own practice (Kashagate, 2013).

Marlow (1996) observed that teachers in United State of America (USA) were satisfied with some aspects of their job such as provision of monetary incentive, availability of school resources and perceived support from principal but student factors (discipline, motivation and attitude), social respect, working conditions and emotional aspects of the teacher (lack of fulfillment, boredom, stress and frustration) ranked highest as reasons for teachers leaving teaching. Steijn (2004) found that principal's practices had positive effect on job satisfaction of the employees of Dutch public sector whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity

(Scott, 2004). Vechio, Justin and Pearce (2008) defined job satisfaction as one's feelings and thinking towards his/her work.

Job satisfaction is also positively related to motivation, job commitment, life satisfaction, mental health and job performance and negatively correlated to absenteeism, turnover, and perceived stress (Judge, Parker, Colbert, & Ilies, 2001). As McShane and Glinow (2007) stated, job satisfaction represents an employee's evaluation of the job and work context. Hongying, (2008) adds, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. Teachers are the most important resources in a school.

## **1.2. Statement of the problem**

All effective school activity is an output of creative principal practice towards some school mission and objectives. Moreover, schools are places of determining the future fate of the national and that of its attendants and produce skilled and trained human power that could solve the problem of a country (Dinham, 2005). Also the main source of failures for organization including schools can be poor leadership. It is crucial to provide effective leadership in the school level as schools are the place for implementing educational programs. Ineffective leadership at the school level is the one that adversely affects the progress of education because success in any educational institution depends mainly on implementation of better leadership (Kashagate, 2013).

Currently, Ministry of Education had given much priority to improve the performance of teachers in the classroom and students' achievement. This issue needs to work a career-long process of improving knowledge, skills and attitudes and motivation of teachers on classroom practices and methods of teaching (MoE; 2005). Teacher commitment leads to good performance, efficiency and effectiveness in schools and helps to realize the attainment of educational goals. Okwiror, (2006), observes the head teacher as the center of the school operations hence they require technical skills, human relation skills and conceptual skills on management of teachers and school in general.

To address this the government of Ethiopia through the Ministry of Education encouraged capacity building as a means of equipping head teachers with the requisite knowledge, skills and attitudes to enable them to develop the right leadership styles for effective management of Public primary schools(MoE; 2005). As Okwiror, (2006) noted that principals as a leader, should give an attention on helping teachers so as to better their commitment to job. (MoE ,2010) stated that principals could have the theoretical understanding, knowledge and experiences in academic leadership or should have a profile of attending various trainings on school leadership and management so as to apply effective leadership style on their school working environment improvement.

One such factor is principals' role' which in turn affects teacher job satisfaction. When teachers are dissatisfied with their work, they may not be productive and this may eventually affect academic performance. An empirical study on the standard of education in Ethiopia conducted by MoE (2012) shows that the standard of education in the country has fallen. Some of the reasons that were assigned to the fallen standards of education in the country include inadequate funding, insufficient teaching and learning materials, tools, equipment and lack of teachers' job satisfaction.

Gedefaw (2012) PhD desertion on job satisfaction of secondary school's teachers' of Addis Ababa. His finding of the study revealed that teachers were significantly dissatisfied with most aspects of their work. The area of dissatisfaction teachers' work factors includes salary, poor benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities, and the poor relationships teachers have with the principals and the parents.

In the past 10 years the researcher has served in secondary schools of kersa woreda as teacher and principal. In that period of time the research heard about principal practice that ,the principals not considered the right and benefit of their teachers and teachers are not interested to work ordered by principals.

Currently, the researcher observes the teachers were complaints with the practice of principals in promoting teachers job satisfaction. Then the researcher plan to explore the practice of principals in promoting teachers job satisfaction and commitment. Also these reason did not assessed by any international and local studies in this woreda. These include of residences difficult, transfer access problem and other related factors. Therefore, this gap made the researcher to conduct the current study in the target area, Kersa woreda.

As the researcher reviewed different study papers there is no enough research on the issue. This study therefore; try to investigating the above mentioned problems and propose possible solutions by investigating the influence of school principal practice on public secondary school teacher's job satisfaction.

To adders this purposes, the following research questions have been raised. The study answered the following research questions;

1. To what extent do principals activities enhance teachers' job satisfaction in kersa woreda secondary schools?
2. What roles do principals do to enhance teacher's job satisfaction?
3. To what degree principals work in create conducive environment for teachers?

### **1.3 Objective of the study**

#### **1.3 .1 General Objective of the study**

The main objective of this study was to find out how the practice of principals enhance teacher's job satisfaction and commitment in public secondary schools of Jimma zone in Kersa woreda.

#### **1.3.2 Specific Objective of the Study**

The study was worked to achieve the following objectives:

1. To assess the principals activities in enhancing teachers' job satisfaction and commitment.
2. To investigate the practice of principals in enhancing teachers job satisfaction and commitment.
3. To analyze role of principal to make conducive environment for teachers.

## **1.5 Delimitations of the Study**

The study was geographically delimited to the general secondary schools of Jimma Zone Kersa woreda to make the study more manageable. It is clear that conducting a study in all woreda of the zone was advantageous in order to have a complete picture of the activities principal do to enhance teacher job satisfaction.

However, due to time and finance constraints the study was delimited to seven (7) government secondary schools of Kersa woreda. A number of research respondents were 134, (7 principals and 127 teachers). As major focus of the study, it was delimited to investigate the practice of principals in enhancing teachers' job satisfaction.

## **1.6 Significance of the Study**

The roles of principals are crucial and important instrument for the transfer of knowledge and skills to students in the schools. By conducting this study, identifying the practice of principals in enhancing teacher's job satisfaction and commitment in the selected general secondary school of Jimma Zone Kersa woreda was provided information on which action or measure to be taken to promote teacher's job satisfaction and their commitment. This research was helps to create awareness of how the role of principal affect teachers job satisfaction for general secondary school leaders, woreda education office take actions on the factors that affect teachers' job satisfaction and commitment in general secondary school. It was served as input to enhance the teaching and learning process through improving teachers' job satisfaction and their commitments by using finding of this study.

It encourages other researchers who have an interest in the related problems that they can use this study as reference material for further studies. In addition, the finding of this study may help the policy makers and planners by providing some data.

## **1.7 Operation Definition of terms**

**Principal:** the principal is responsible person for all affairs of the school. The leader of an educational institution.

**Job satisfaction:** the end state of feeling, the feeling that is experienced after a task is accomplished

**Commitment:** Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003).

**Principal practice:** the activities principal do in the school.

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

This study was organized in a way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objective, significance, limitation, delimitation and organization of the study. Chapter two is a review of related literature that is relevant to the problem under the study. Chapter three deals with the methodology of the study, Chapter four presents the analysis and interpretation of the data and Chapter five contains the summary findings, conclusion and recommendation.



## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This chapter deals with the review of the literature concerning the practice of principal in enhancing teachers' job satisfactions and commitment. In order to establish a theoretical framework for the problem, the current state of knowledge related to the study was reviewed from the available literature. Thus, the main topic and subtopic areas that are critically examine and discuss throughout this chapter are: The practice of principals, the role of principals to make conducive environment, concepts of job satisfaction, theories of job satisfaction, importance of job satisfaction, teachers' commitment, factor for job satisfaction and other subtopics was presented.

#### **2.1 THE PRACTICE OF PRINCIPAL**

The principal's practices influence job satisfaction and work commitment as a result of personal interactions to build the teacher's self-esteem, which is closely related to social identity, providing a sense of belonging to a group (Vaughan & Hogg, 2011). To illustrate, Judge and Kammeyer-Mueller (2011) present a strong link between self-esteem and emotional stability with job satisfaction and job performance. Specifically, it appears principals' effect on teachers' job satisfaction and work commitment may be mediated through collaborative relationships by providing teachers with professional recognition and appreciation of their work (Borg, Riding, & Falzon, 1991; Caprara, Barbaranelli, Steca, & Malone, 2006). Other more current studies (e.g., Shen, Leslie, Spybrook, & Ma, 2012) also suggest teachers' job satisfaction around administrative support and staff collegiality. Indeed, Shen et al's study proposes that variables such as the principal's background may influence teachers' job satisfaction.

Within the school setting, the principal takes on a key leadership role that may affect teachers' job satisfaction and work commitment (Davis & Wilson, 2000; Heller, 1993; Price, 2012). For some years, studies such as Billingsley and Cross (1992) have shown the significant influence of leadership support on teachers' job satisfaction and work commitment, that is, a principal can establish a school climate conducive to job satisfaction and work commitment. King (2002) asserted that the head of school who is an instructional leader is charged with redefining his/her role to become the primary learner in a community striving for excellence in education. As such, it becomes the head of school's responsibility to work with teachers to manage the instructional program. School leaders know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses (Spillane & Zuberi, 2009)

School leaders go beyond the traditional role of school administrators and spend a lot more time focusing on developing knowledge and implementation of the curriculum, as well as instruction and assessment (Jita, 2010). Wallace's work since 2000 suggests that this entails five key responsibilities of principals: Shaping a vision of academic success for all students, one based on high standards. Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail. Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision. Improving instruction to enable teachers to teach at their best and students to learn to their utmost. Managing people, data and processes to foster school improvement.

The basic work of principal is to develop the supportive environment for the staff members then they will be able to accomplish their goals and objectives (Ibukun, 1997). The leader has good characteristics which are different from other peoples. An important dimension of principals' work includes a variety of managerial tasks. Principals who successfully deal with these managerial tasks help create supportive school contexts for learning. When teachers are engaged in the design, delivery and content of professional development, the outcomes are much more likely to meet teachers' needs, and have a significant influence on teacher thinking and classroom practices. One way in which principals support their teachers is by making certain that professional development resources and opportunities are aligned with teachers' and student's needs, and school/district priorities.

Principals' help the staff and school focus on their goals and priorities, so that professional development opportunities for teachers do not become fragmented, isolated and incoherent activities with little positive impact on teachers or students. Principals also help teachers become involved as decision makers in their own learning. Because teachers have traditionally been passive recipients of in-service training, the dominant professional development activity, principals need to initiate creative and reflective dialogues among teachers about the structure, process, and desired outcomes of teacher learning.

## **2.2 CREATING CONDUCTIVE SCHOOL ENVIRONMENT**

School environment refers to the social, academic and emotional contexts of a school the “personality” of the learning context and how it is perceived by students, staff and community. This climate is influenced by a broad range of factors, from disciplinary policies to instructional quality to student and teacher morale (Bluestein, 2001). To create safe and maintained school environments it needs the genuine participation of school leaders to ensure quality of education. To strengthen this idea, for creating and sustaining environments to support teaching and learning officials, directors and other central and area office staff support efforts of school personnel, family members and community collaborator to create safe and supportive learning environments (Andres, 2007).

To support this, when teachers believe that leaders in the school care about them have high expectations for their job performance and satisfaction and will provide the support essential to their success. Conducive environment reinforces the teachers by providing a good stimulus for effective learning to take place. Such stimulus is not only provided by ensuring good physical plant planning but also through proper maintenance of such physical facilities. Conducive school environment where good working facilities exist is a catalyst for effective teaching and learning.

In school where there is enough space for the teachers to walk round in the classroom while delivering lesson will promote rapt attention of students and good academic performance (Saifullah, 2011).

School environment which is facilitated by essential inputs such as library, laboratory with science kits, clean toilets, attractive classrooms, etc create conducive atmosphere for learning to be improved. Besides to this, creating conducive school environment need to meaningful participation of all stakeholders and visionary leadership. School environment is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere Perkins (2006) cited in (Sarah, 2009). The school leader practice to create positive school environment is to be a role model. To a significant degree, building a positive school environment starts with teachers (Bennis and Nannus. 2008). The school leaders to create positive school environment is reinforcing and rewarding positive Behaviors.

### **2.1.1 The challenges facing school leaders**

School leaders face different challenges. These includes: providing permanently good teaching and learning environment; holding and mixing different basic teaching knowledge and skills within a wide and balanced curriculum; control the behavior and attendance of the students; systematically control school resources and external environment; developing the school as a qualified learning community; and creating partnerships in the school to promote parental support for learning and teaching process opportunities.

A leader is responsible for the overall activity of the organization and is also responsible for the improvement of organizational performance. As a result, (Ezeuwa, 2005), affirms that it was the way of motivating people so that they endeavor freely and become dedicated. A leader must have follower and must have authority, straight, holding tasks, empower and motivate them towards the accomplishment of the organizational goal. According to (Owens, 2007) looked that good 9 leaders should be able to influence their followers towards the accomplishment of the organizational goals.

### **Benefit of leadership.**

Every successful organization needs effective leaders. The presence of effective leaders is paramount to communicating and implementing an agreed-upon goal in order to boost total organization success. Effective leaders are invaluable when it comes to formulating strategies and communicating these strategies to their followers for their understanding and motivations to achieve the strategies-- thus in turn achieving the goals.

The concept of job dedication or commitment among workers affects all organizations performance including educational organizations and the leadership capacities of school leader are important in developing schools and developing teaching and learning quality (Dinham, 2005).

According to Dannetta, (2002), Teacher's dedication to their job is influenced by school leader and administrator's support and the connection between school leader and other teachers. Improving the level of teacher's job dedication is a precondition for school leader as per the research investigation that reveals that improving the quality of education is depends on teachers performing good at schools (Luthans, 2011).

Dinham, (2005), a leader must have the ability to influence the manners, feelings and belief of his followers. Therefore, it is important that school leaders learn and understand about leadership that move to job dedication and best performance in academic environment.

Therefore, leadership style engages an important role in school as the school leaders who controls school's materials is predictable to use them to result in positive attainment of educational goals (Kashagate, 2013). Practicing a good leadership can also inspire and motivate team members, encourage employees, to hang in through challenging times.

## 2.2 CONCEPT OF JOB SATISFACTION

Saiyadain (2007), defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similar, job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George, and Jones 2008)

Up on reviewing various literatures, it has been found out that many experts have explored in to the subject of job satisfaction and have come out with various kinds' definition of job satisfaction. Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact, there is no final definition on what job represents. Therefore, before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered different authors have different approaches towards defining job satisfaction.

The most commonly mention definitions on job satisfaction are: Job satisfaction refers to the fulfilment a teacher derives from his/her job on a daily basis. A high job satisfaction is perceived to result to a high level of commitment to work. According to Anderson (2004), teachers' job satisfaction is often regarded as an important aspect in the commitment of teachers towards their school productivity. A teacher's job satisfaction is related to expectations of work benefits and the extent to which those are met by employers. Scott and others identify factors responsible for job dissatisfaction among teachers as administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and working conditions (Scott et al., 2005).

Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Anderson (2001) notes that the definition incorporates both cognition (appraisal) and affects (emotional state) thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2005) conforms to Anderson (2001) by defining job satisfaction as a collection of feelings an individual hold towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewstone and Stroebe (2001) define job satisfaction as an effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity.

Darboe (2003) defined job satisfaction as the extent to which a staff member has favorable or positive feelings about work or the work environment while Faragher, Cass and Copper (2005) added another dimension; by defining it as being the positive emotional reaction and attitudes individuals have towards their job.

Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004).

Similarly, Schmidt (2007) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006). Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts.

Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging.

Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008). There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage") (Mueller & Kim, 2008). Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas & Papanastasiou, 2004).



Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006). It is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005).

### **2.3. JOB SATISFACTION AND EDUCATIONAL IMPLICATION**

Green (2000), in his review, concluded that there are three theoretical frameworks of job satisfaction, namely content or needs theories, process theories, and situational models of job satisfaction. The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction). According to Amos, Pearson, Ristaw, and Ristaw (2008), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. Needs theorists attempt to stipulate particular needs that must be satisfied, or the values that must be attained, for an individual to be satisfied with his or her jobs.

The process theories emphasize the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individual's perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, and Quarstein, 1992; Durick & Glisson, 1988), assume that the interaction of variables such as job characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy and Miskel, 1996).

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

Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman, et al. (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences.

According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone. A value of one indicates that the probability that action will be followed by an outcome is high, showing that action and outcome have high relationships. Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (e.g., opportunities to learn and to develop skills, decent pay, the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003).

Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance. Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006). It is a belief of the probability of the first outcome, excellent job performance, attaining the second outcome, reward (Amos et al., 2008). Instrumentality is an individual's conviction that his/her performance will result in the desired outcomes.

## **2.4 IMPORTANCE OF JOB SATISFACTION**

Job satisfaction is one of the most important workplace attitudes of employees and origination. Reflecting the congruence between what employees want from their jobs and what employees feel they receive (Wright and Kim 2004), it is an emotional state that results from the appraisal of one's job experience.

Thus, job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism (Harrison et al. 2006; Wright and Davis 2003; Wright and Kim 2004). Moreover, job satisfaction is an important element of employees' mental health and overall well-being. The impact of job satisfaction on happiness and well-being is undeniable. As Smith (2007) argued a job is not only a main source of income, but also an important life domain in other ways.

“Work occupies a large part of each worker's day, is one's main source of social standing, helps to define who a person is, and affects one's health both physically and mentally. Because of work's central role in many people's lives, satisfaction with one's job is an important component in overall well-being”.Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

## **2.6. Factors for Job Satisfaction**

Job satisfaction is a multidimensional phenomenon and it is therefore argued that different scholars identify different job satisfaction factors. According to Ellickson & Logsdon, (2001), having sufficient work tools, capitals, and teaching opportunities and a reasonable workload all considerably affect a worker's job satisfaction. Other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy and support, salary, promotion and progress (Shah& Jalees, 2004). Luthans (2005) stated that, work, pay, promotion, supervision and coworkers as the major determinants of job satisfaction. Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect (Tella et al., 2007). According to Kreitner&Kinicki there are five predominant models of job satisfaction which specify its causes. These are need fulfillment, discrepancy, value attainment, equity and trait / genetic components, which will be briefly reviewed:

Discrepancy: satisfaction is a result of met expectations. Met expectation is the difference between what a person expects to receive from the job, such as pay and promotional opportunities and what he or she actually receives. It is noted further that when expectations are greater than what is received, an employee will be dissatisfied. Theories that focus on employees needs and values include Maslows hierarchy of needs theory, ERG theory, Two-factor theory and McClellands needs theory (Aamodt, 2004; Robbins, et al., 2003).

Locke (1976) as quoted by Cooper & Locke (2000) argued that "individual's values would determine what satisfied them on the job." Employees in organizations hold different values systems, therefore based on this theory, their satisfaction levels will also differ. Furthermore, this theory predicts that "discrepancies between what is desired and received are dissatisfying only if the job facet is important to the individual" (Anderson, Ones, Sinangil, &Viswesvaran, 2001).

Equity: This theory proposes that the level of job satisfaction experienced by individuals is related to how fairly they perceive that they are being treated in comparison to others. Employees who find themselves in inequitable situations will experience dissatisfaction and emotional tension that they will be motivated to reduce (Spector, 2000). Trait / Genetic Components: it tries to explain why certain co-workers appear to be satisfied across a variety of job circumstances and why others always seem dissatisfied.

## **2.7 Factors Influencing Teachers' Job Satisfaction.**

According to Buitendach & De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999).

### **2.7.1 Extrinsic Factors of Job Satisfaction**

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors will be discussed, namely: organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security, status and the issue.

Organizational Policy and Administration- organization policy and its administration have relation with the effectiveness of organization as well as employee's performance. As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Salary- is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). In addition, incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja & Shukla, 2007).

Incentives are useful mechanisms to induce positive attitude and motivate employees. Robins et al. (2003) define pay as the amount of compensation received for a specific job. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

Promotion Opportunities: Kreitner & Kinicki (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. However, Cockcroft (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion. Not all employees wish to be promoted. Therefore individual standards for promotion depend primarily on the employee's personal and career aspirations. It is also possible that individuals might perceive the promotion policy of an organization to be unfair, but since they have no desire to be promoted, they might still be satisfied (Cockcroft, 2001).

Supervision: Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. The supervisor's ability to provide emotional, technical support and guidance with work related tasks forms a pivotal role relating to job satisfaction (Robbins et al., 2003).

Work Relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent & Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration.

Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009). Having friendly and supportive colleagues lead to increased job satisfaction because of the work with group serves as a source of support, comfort, advice and assistance to the individual worker. Individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction (Oshagbemi, 2001).

Working Conditions: working conditions is 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 work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to 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 working conditions safe, health, adequately furnished and attractive to use the employee's 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). Fairness: One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004). Robbins (2005) adds, states that distributive fairness is perceived fairness of the actual decisions made in an organization. This implies that when employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs.

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.

### **2.7.2 Intrinsic Factors of Job Satisfaction**

Intrinsic factors are related to „psychological“ rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007).

Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward.



Those intrinsic factors were derived from: Achievement: This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.

Recognition: In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

Challenging Work: It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction (Schermerhorn et al., 2011).

In general it is the actual content of the job and its positive or negative effect upon the employee whether the job characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding. Responsibility: means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision. This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Advancement: The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands.

## **2.8 Conceptual frame work**

The study was guided by Maslow's Hierarchy of Needs Theory. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje 1992). Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge and Werner (2003) summarized these needs as: Physiological needs. This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met they no longer influence behavior. An example of this would be trade unions ensuring that their member's basic needs are met because they negotiate for better salaries for their members (Smith & Cronje, 1992).

Therefore better salaries will settle the teachers to enjoy their work after which the focus shifts to another level. Safety needs: Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm (Smith & Cronje, 1992). It follows therefore that a supervisor can create an easy time for a junior worker to feel secure and well protected to perform to the best of the available capability. Social needs: This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement.

Principals of secondary schools can play an active role in satisfying the needs of their teachers by recognizing and rewarding high achievers for good performance (Smith & Cronje, 22 1992). Self-actualization needs: This is the highest level of Maslow's hierarchy of needs, and leads to the full development of a person's potential. It is a need where individuals reach full potential and what they want to be become, to utilize all talents well, and to be creative.

The conceptual framework posits that the practice of principals in enhancing teacher's job satisfaction and commitment in government secondary schools of kersa worda. The study had both independent variables and dependent variable, the independent variable is principals practice with two dependent variables teachers job satisfaction and commitment.

This framework a package of principal's practice with teachers job satisfaction is adopted from Handford (2011) and dependent variables also adopted from Leithwood, &Jantzi (2010).

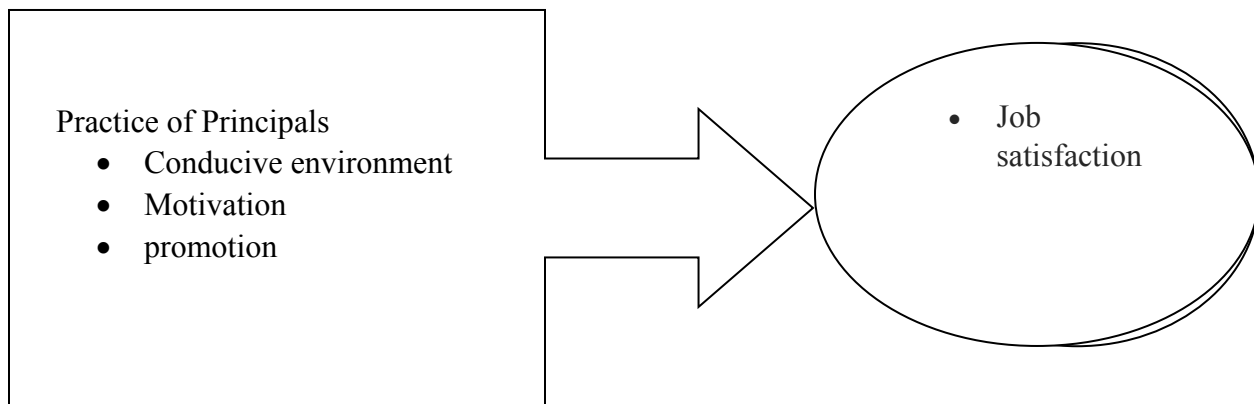


Figure 1; conceptual frame work, source; (Andersen 2014)

This shows that the practice of principals like making conducive school environment, motivating teachers and promotion may leads to teachers job satisfaction.

Jakobsen and Andersen (2014) argue that perceived organizational support and employee commitment influence each other in a reciprocal way, and it is plausible that the relationship between managerial practices and teachers job satisfaction may be reciprocal as well. High-quality principal practices that are positively perceived by employs/teachers may generate a high level of job satisfaction from them. Meanwhile, top principal may react to a high level of job satisfaction from teachers by actively engaging in various managerial practices to improve employs/teachers well-beings.

### **2.3. Theoretical framework**

School leadership has a primary responsibility in the improvement of school. Educational leadership improvement programs offer definite kinds of knowledge and skills about leading, managing and leadership practices. School leaders are front line managers in change of leading their team to new levels of effectiveness.

Leadership training is useful to build up skill and knowledge to the learners for future use. School leaders frequently deal with feeling come from violent or pleased students, parents, and staff members. This is a common practice in leader's school work environment. Hence school leaders training should include learning approaches to deal with the emotional problem of the leader's activities. Trained school leaders should combine learning and work, emphasizes task orientation, training of problem solving approaches; give priority for the development of teams; and be inclusive, rational, and continuous (Mojkowski, 1991). The school leader is the one in a school who observe the whole program and take a great responsibility of his/her school. According to Bartch, (2001), state that the school leader is the last responsible body for whatever happens in the school.

Elaborating the above idea, Sheldes (2004) states that, school leaders are expected to build up learning society, developing professional ability of teachers, take an input advise from parents keep in mutual and consultative decision making, avoid conflict, hold an effective educational leadership, and follow respectively, directly and appropriately to the needs and demand of families with various ethical, cultural, and socio economic background.

The school leadership quality includes own personalities, dream, vision extent of loyalty, human relation skills etc. The school leaders play an important role for the accomplishment of educational goal. But in taking out the job of leadership school leaders, usually face a lot of difficulties or there is factor that affects their leadership practice.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the research methodology which was used to generate and analyze data in the study. The chapter covers the following areas: research design, methodology, variables, and location of the study, population, sampling, instrumentation, data collection techniques, data analysis and logistical and ethical considerations

#### **3.1 Research Design**

Research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. According to Polit (2001:167) a research design is the overall plan of the researcher that helps to answer the research questions. On his part, Parahoo (1997:142) define a research design as a plan that describe how, when and where data are to be collected and analyzed. Therefore, in undertaking this study, both qualitative and quantitative research approaches were used. To assess the views of teachers the way how school principals are practice to enhance teachers job satisfaction quantitative research approach was employed. On the other hand, qualitative research approach is used to collect data that cannot be obtained numerically. Based on the possible reasons given above Descriptive survey research design was applied in order to be able to assess the practice of principals in enhancing teacher's job satisfaction of Kersa woreda secondary schools. A survey research design is a procedure for collecting, analyzing, and mixing both qualitative and quantitative methods in a single study or a series of studies to understand a research problem (Creswell, 2012:535).

### **3.2 Research Method**

Research method is a style of conducting a research work which is determined by the nature of the Problem (Singh, 2006). Thus, in this study, the researcher used both quantitative and qualitative approach. To get reliable information of the current status of the issue under study mixed method was used. This method is appropriate because large variety of data related to the subject under investigation is available. Both quantitative and qualitative method of study was employed. Priority was given for quantitative method. Based on these explanations the researcher employed quantitative study approach for questionnaire and Qualitative for interview explanation. The results were presented using descriptive statistics to show the practice of principals on enhancing teacher's job satisfaction in secondary schools of Kersa woreda.

### **3.3 Sources of data**

Data sources typically can be thought of as primary and secondary. A primary source is one where a work appears for the first time. According to Creswell, (2012), methods of collecting primary data includes observation, interview, through questionnaires. Based on the above discussion, the researcher interested in using primary and secondary data for this study.

#### **3.3.1 Primary sources**

Primary data were gathered from the school principal and teachers of Kersa woreda secondary schools. Therefore, principals and teachers were selected and helped the researcher by giving information that was support to the objective of the study.

#### **3.3.2 Secondary sources of data**

Secondary sources of data used for this research was teacher's data.

### **3.4 population, Sampling Techniques and Sample Size**

#### **3.4.1 Population of the Study**

The target population of this study was 7 principals and 127 teachers in the 7 secondary schools in Kersa Woerda. From the subject of the study populations of teachers (127) and 7 principals totally 134 respondents were included in to the sample through simple random sampling the teachers and principals were taken by availability.

### 3.4.2 Sample Size and Sampling Techniques

A study population is the entire group of people to which a researcher intends the results of a study to apply. There are 7 secondary schools of Kersa woreda. From 7 secondary schools 7 principals were taken by their availability and from 202 teacher, this study employed simple random sampling to select 127 respondents from teachers representing variations in gender, levels of education, age composition and years of experience.

The sample sizes were determined by adopting Yamane (1967) formula:

$$n = N / (1 + N(e^2))$$

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

Therefore;  $n = 202 / (1 + 202(0.05)^2) = 134$

Therefore: 134 n after determined the sample size of teacher's respondents, and principals the sample size is calculated by using the following formula:

$$N_i = (nN_i) / N$$

n= the total number of selected for each secondary schools

N<sub>i</sub>=the total sample size for each selected secondary schools

N=the total number of secondary schools

Therefore, the distribution of the sampling technique and sample size in relation to their respective population for each of the 7 secondary schools in Kersa woreda is precisely summarized in Table 1.

**Table 1. Sample and sample size**

Sample secondary schools	samples	Target population	Sample size		Sample techniques
		N	$N \cdot N_i / N$		
1. SERBO secondary school	Principals	1	1		availability
	teachers	86	45		Simple random
2. LAMLAM	principals	1	1		Census
	teachers	17	15		Simple random
3. BULBUL	principals	1	1		Census
	teachers	30	25		Simple random
4. BIFTU GIBE	principals	1	1		Census
	teachers	15	11		Simple random
5. DHIBU BIJJIT	principals	1	1		Census
	teachers	20	17		Simple random
6. WACHO	principals	1	1		Census
	teachers	14	12		Simple random
7. KARA GORA	principals	1	1		Census
	teachers	13	9		Simple random
total		202	134		

Source: kersa woreda education office 2022



Two types of sampling procedures were employed in this study; purposive sampling and simple random sampling. Purposive sampling for this study was used to select the school's principals. The researcher was able to obtain a list of schools from the woreda Education Office, seven principals were selected. To get the required number of participant teachers per school, the researcher first obtains the list of all the teachers in public secondary schools in the woreda from the woreda education office. Then the researcher used simple random sampling techniques to select teachers from all selected secondary schools.

### **3. 5 Research Instruments.**

The use of varied instruments to collect data on the same issue from the respondents is a step towards clarifying and validating the information obtained. Based on this, the researcher included both quantitative and qualitative methods of data collection instruments and this encompasses questionnaire, interview.

In this study to acquire the necessary information from participant's questionnaire was used to collect quantitative data from sampled government secondary schools of kersa woreda. The study used seventeen items measuring the indicators of teacher's job satisfaction and 5 items /questionnaire/ was designed to measure the principal practices to enhance teacher's job satisfaction. The researcher delivered questionnaire by hand to the respondents to be answered and was returned in time horizon. The study was utilized two questionnaires: principal role Questionnaire and Teacher Job Satisfaction and commitment Questionnaire.

#### **3.5.1 Questionnaire**

Questionnaire were used as a data gathering tool, because it enables researchers to collect information from the large size of respondents within manageable time and provides wide range of coverage of data with minimum cost. Therefore, in order to investigate the practice of principal to enhancing teacher's job satisfaction and commitment, questionnaires were set for principals and teachers as structured and attached at (Appendices). Questionnaires were prepared in English language because the researcher believes that they could understand the language.

### **3.5.2 interview**

Interviews were prepared to gather data from school principals and teachers. One of the good reason to include interview in this study is to bring the surface subjective opinion, value, beliefs and assumptions which are not possible with close indeed questionnaires. The interview carried out also provides simple information, which assures the compatibility of data (Kumar, 1999). Interview questions semi-structured open ended interview questions were used that mostly relating to knowledge, attitudes, beliefs, assumptions, behaviors and experiences of the participants. Semi-structure interview items were prepared as an instrument of data collection in this study. The purpose of selecting such type of interview is because of its flexibility and could be restructured on any defects observed on questions. To this end, interview were conducted with principals and teachers which stayed for 12 minutes for one participant and 7 principals and 10 teachers were participated. Interview were prepared in English language because the researcher believes that they could understand the language. A copy of complete interview protocol is including in appendix.

### **3.6 Procedures of data collection**

The data were collected after department gives permission to proposal presentation the letter of approval was received from department. Then Kersa woreda education office kindly wrote a letter of identification and cooperation for all woreda's secondary schools before the questionnaire were distributed.

After permission was obtained, clear discussion was made with school directors on how to distribute and collect the questioner and conduct interview. Thus to collect all the research questions the researcher were employed all the ways of data gathering tools which are mentioned above. Moreover during the administration of the questionnaire, clarifications were given on all points for groups, (principals and teachers). The collection of data and all related activates were properly followed the manners which are expected from the researcher, thus all the tasks were done based on time table and the plan. The researcher has initial contact with them to explain the objective of the study.

### **3.7 Methods of data Analysis**

The data were analyzed by using the descriptive statistics. To this end percentage, mean and standard deviation (SD) were used among descriptive statistics. The percentage is important to analyze the background information of the respondents while mean, standard deviation was in order to analyze the data obtained through close ended questionnaire under the investigation. Data obtained from the semi-structured interviews were triangulated with the results of document review to supplement the data obtained through close ended questionnaire. First, to determine the practice of school principals' to enhance teachers job satisfaction, the information that were collected through close ended questionnaires were analyzed by using percentage, mean.

All the data were computed using SPSS version 26 and percentages were used to determine the background information and the respondents answers while the mean value were used to measure the practice of school principals' in enhancing teachers job satisfaction. Likert Scale were employed to identify to what extent the respondent's rate the asked question. Furthermore, Likert scale is easy to construct; takes less time to construct; simplest way to describe about the roles and practices of principals and provides more freedom to respond. The scale consists of five scales: 1= very low, 2= low, 3= moderate 4= high and 5= very high. Based on the five point Likert type rating scales from very low to very high, the mean in implementation of the items were calculated. Finally, both data from the questionnaire and semi-structured interviews were cross validated with the data from document analyses. This were analyzed and reported through narrative description and percentage

### **3.8 Validity and reliability of the Instruments**

Before the final questionnaire being distributed to the respondents, a pilot test was employed to check reliability of the data by using Cronbach's alpha reliability test and appropriate adjustments was made before the distribution of questionnaires. To test the validity of the instrument was evaluated by subject matter experts and necessary amendments were made based on their suggestions. Accordingly; 30(thirty) teachers of asendabo secondary School were taken through simple random sampling technique to fill the questionnaire.

The result of the pilot testing was statistically computed by the SPSS computer program 26versions. The Cronbach 's alpha model was used for analysis; Hence, on the pilot test, the reliability coefficient of the instrument was found to be 0.804(80.4%) to 0.946(94.6%). As this result indicated, it was reliable because the alpha reliability very Scared reliability when an alpha of greater than or equal to 0.70 as stated by Howitt and Cramer (2008).

The issues analyzed in this study were; the principal's activities to enhance teacher's job satisfaction, the role of principals, the practice of principals to create conducive environment for teachers and the way principals promote teacher's job satisfaction.

### **3.9 Ethical Consideration**

Research ethics refers to the type of agreement that the researcher enters into with respondents. Ethical consideration played a role in all studies, there for the researchers would gone to the study area with the letter of entry which would prepared by Jimma University, College of Education and Behavioral science, Department of Educational Planning and Management to Jimma Zone Kersa woreda Education department office. After the researcher has obtained letter of entry from the woreda and explain the objectives of the study. Then, the study would have conducted after getting permission from the selected sample of the secondary schools in the woreda. Any communication with the concerning bodies should be accomplished at their voluntary agreement; the respondent was informing of the duration of the study as well as confidentiality of information obtained and anonymity of their identity.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

The objective of these study was to assess the practice of principal in enhancing teachers' job satisfaction and commitment in kersa woreda secondary schools. This chapter present the result and discussion of the study. This section of the report is categorized into two parts. First it presents personal information of the respondents whereas, the second part deals with the results and discussion of the data. The result was based on the data that was collected using quantitative and qualitative measures (questionnaires, interviews). Analysis and discussion was made by using the data gathered from teachers and principals.

A total 17 items contained questionnaire were prepared and distributed for 134 respondents. From these 127 were teachers and the rest 7 were principal's respondents and the questionnaire had properly filled in and returned back to the researcher.

#### **4.1 socio-demographics characteristics of study respondents.**

This section provides some basics back ground information pertaining to sample population that helps to know the overall information of the respondents. The characteristics of groups were examined in the terms of sex, age, academic qualification, total work experiences thus, helps us to know the makeup of respondents who were participated in teaching and school leading.

**Table 2; Respondents socio-demographic characteristics.**

No	Variables	Categories	Respondents			
			teachers		principals	
			F	%	F	%
1	sex	Male	100	79.5	7	100
		Female	34	16	-	-
2	age	21-25	8			
		26-30	45			
		31-35	41			
		36-40	30		3	
		41-45	3		4	
3	experience	6-10	40			
		11-15	62		1	
		16-20	20		3	
		20 &above	5		1	
4	Academic qualification	diploma	1		-	
		degree	102		2	
		MA	24		5	

Source; field survey data, 2021/22

Key; F –frequency

The two groups of respondents were asked to indicate their background information. From these respondents 127(62.8%) were teachers and 7 (100 %) were principals. Out of 7 principals all (7) were male and 102 (80.3%) were male teachers and 25(19.6 %) were female respondents. This shows that the majority of the respondents were males. This implies that, the participation of females either in the secondary school teaching or involvement in the school principals is too much less than males.

Regarding the age of respondents (table 2) item 2 shows 8(6.2 %) teachers were fallen at the age of 21-25 and 49(38.5 %) of teachers were fallen at the age of 26-30 and 51(40) teachers and 3(42.8%) principals were fallen at the age of 31-35 and 23 (18.1) teachers and 4(3.1%) principals were fallen at the age of 36-40. The table shows that minorities of the teachers were in the youthful age while most teachers were middle-aged. A few teachers were within the 36-40 years. Few number of teachers were above 40 years and therefore preparing for retirement. The table shows that majority of the teachers were energetic enough to offer quality service to the students.

Regarding the work experience 1(0.7 %) of teachers participants had <5 work experience and 48(37.7 %) of teachers participants had 6-10years work experience and 56(41.7 %) of teachers participants and 3(42.8 %) of principal had 11up to 15 years work experience and the rest 20(15.7 %) of teacher participants and 3(42.8 %) principal had 16-20 year work experience. From the table-above, most teachers had been working in kersa worda have work experiences of more than 5 years. The findings shows that majority of teachers were more experienced in the area. Teachers with an experience of between 6 up to 10 years made a third of the teacher's population. Less than a quarter of the teachers had a teaching experience of between 11 to 15 years. These were the teachers who had substantial working experience necessary for effective performance of the demanding teaching job. About a third of the principals in Kersa worda had a secondary school management experience. This implies kersa worda secondary principals had the experience of managing schools by giving attention to enhance teachers job satisfaction. However, they didn't apply their experience in to activities.

Regarding the academic qualification 1(0.7 %) of teachers respondents had diploma. Whereas 106(83.4%) of teachers respondent and 2(28.5 %) of principal had degree qualification and the rest 20(15.7 %) of teachers had MA and 5(71.4%) of principal had MA. Even though a blue print of TDP (MoE, 2007) has stated that the academic qualification required for secondary school principal is MA. Thus, 1(0.7 %) of diploma teachers and 2(28.5 %) principals were work without standard and 2(28.5 %) of principal degree qualified leads the schools without standard. The table indicates that the least education qualification for secondary school teachers was a diploma in education. Majority of the teachers (56.5%) had a bachelor's degree. Teachers who had a master's degree made the least percentage while no teacher had a doctorate degree. The findings imply that the area were more expected from teachers to undertake higher education for MA.

While most of the principals had MA. However they some of the principals work without fulfilling requirement criteria for secondary school principal.

### 4.3 Descriptive Data Analysis.

In this sub topic, the researcher tries to examine the respondent’s perception towards the Practice of principal and job satisfaction. Therefore, the findings of the descriptive study after analyzing the data obtained through five scale question were presented and analyzed in this sub chapter. The developed question was in five scale ranging from one to five; 1 represent very low, 2 low, 3 moderate, 4 high, and 5 represent very high. For the purpose of this research, 17 items questionnaires were distributed to the teachers and principals in the seven schools and all questionnaires were used for the data analysis.

The data collected were entered in to SPSS of actual examination. The researcher coded the teacher’s response in every question. Every data obtained were coded by the researcher to SPSS. The teacher’s perception towards practice of principal and the dependent variable (job satisfaction) analyzed quantitatively through mean and standard deviation on the upcoming tables below. The researcher asked the respondents to give their opinions on the questionnaires those mainly concerned with the principals activities , developing role of principals and creating conducive environment in the school to enhance teachers job satisfaction.

**Table 4.2; the mean and standard deviation of extent to principal’s activities to enhance teacher’s job satisfaction.**

<b>Descriptive Statistics</b>			
Items	N	Mean	Std. Deviation
• Principals make decisions to enhance teacher’s job satisfaction	134	2.52	1.060
• principal takes opinions from teachers	134	2.78	1.036
• principal is very cooperative and supportive	134	3.14	.886
• principal appreciate teachers activities	134	2.46	1.199
• principal provides opportunities to lead education matters	134	3.57	.827



Over all mean	134	2.89	1.001
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Key; N—Number of cases    M---- Mean    SD—Standard deviation

Mean scores 1-1.50—very low    1.51-2.50---low    2.51—3.50 moderate    3.51-4.50 high and 4.51 and 4.51-5.00 very high.

From table 4.2 the mean for each of the five variables of dimensions of practice of principals appreciating other teacher’s activities was low (M-2.46; SD, 1.199) followed by principals make decisions to enhance teacher’s job satisfaction was low (M-2.52; SD; 1.060) the score of making cooperation and supportive system was moderate (M-3.14;SD.88) relatively to others. Principal’s activities in providing opportunities to lead education matters was moderate (M-3.57; SD, 827.) However it need improvement for the future.

Principal is a head of school that a lead executes his duty without the restriction of employee’s perception and would enable the employees to be active and committed for organizational goal achievement. According to Dannetta, (2002), Teacher’s dedication to their job is influenced by school leader and administrator’s support and the connection between school leader and other teachers. Improving the level of teacher’s job dedication is a precondition for school leader as per the research investigation reveals that improving the quality of education is depends on teachers performing good at schools (Luthans, 2011).

Dinham, (2005), a leader must have the ability to influence the manners, feelings and belief of his followers. Therefore, it is important that school leaders learn and understand about leadership that move to job dedication and best performance in academic environment.

Regarding to the item principal make decisions to enhance teachers job satisfaction 7(5.2%)respondents were rate very low, 14(10.4%) respondents were rate low, the highest number of respondents 61(45.5%) of the teachers were rated moderate, 46(34.3%) were rated high.

The item principal takes opinion from teachers with care was low. The output of the analysis shows that 5(3.7%) of the respondent were rated very low 49(36.5%) rated low, 56(41.7) were rated moderate, 18(13.4%) were rated high and the remaining were rated very high. This shows that the way principal takes the teachers opinion was moderate way. Regarding to the principals was cooperative and supportive; 6(4.4%) of the respondents were rated Very low, 17(12.6) were rated low, 66(49.2%) rated moderate, 38(28.3%) were rated high and the remaining 7(5.2%)

were rated high. This shows that majority of the teachers are agreed on their leader's emphasis on cooperation and supportive system in moderate way. The issue principals appreciate others teachers activities; 32(23.8%) teachers were rated very low, 48 (35.8%) were rated low and 22 (16.4%) of the respondents were rated moderate, 20(16.4) were rated high and the remaining of 10 (7.4) were rated very high. So the data implies that the principals should have been develop the system of appreciating other teacher's activities. The issues principal provides opportunities for teachers to lead some education matters; 4(2.9%) of respondents rated very low, 6(4.4%) were rated low, 46 (34.3%) and 68 (50.74) rated moderate. This shows the principals were appropriate on providing opportunities rather than the above mentioned point.

According to this research findings concerning the item decision making of principals, majority of the respondents were unsatisfied. A majority of the teachers were partially satisfied with the principal's taking opinion from teachers. The least proportion of teachers indicated that they were dissatisfied. Concerning the principal's practice in cooperative and supportive to the teachers by the principals, majority of the respondents were satisfied with less than half of the respondents being dissatisfied. Concerning issues principal provides opportunities to the teachers by the principals, more than half of the respondents were dissatisfied.

Additionally interview conducted by research with teachers revealed that; the principal activities making decision to enhance teacher's job satisfaction was conducted in same level; in some schools practiced partially, most of school were practice low in regarding to taking teachers opinion, making cooperative and supportive, appreciating teachers activities and providing opportunities for teachers to leads some education matters in the school.

The teacher interviewer suggest that some Leaders to enhance teacher's job satisfaction in government secondary schools we're not focused as expected from leaders. For example most principals we're not give attention to recommend, advice, help, encourage, communicate, and discuss with teachers to enhance their job satisfaction and commitment. This is teacher's matters. This shows most principal didn't focus on enhancing teacher's job.

**Table 4.3; The Mean and standard deviation roles of principals on enhancing teacher’s job satisfaction.**

<b>Descriptive Statistics</b>			
Items	N	Mean	Std. Deviation
• principal formulate strategic plan	134	2.51	1.060
• Principal influence teachers for good Appraisal	134	2.57	.880
• Principal capacitate in setting direction towards achieving the expected goal.	134	3.12	.974
• Principal understood diversity.	134	3.78	.931
Over all mean	134	2.995	.0962

Mean scores 1-1.50—very low 1.51-2.50---low 2.51—3.50 moderate 3.51-4.50 high and 4.51 and 4.51-5.00 very high.

As revealed in Table 4.3 the overall mean score for extent of principal’s role was low (M= 2.995 SD=.096). Analysis at item of the above table shows principals ‘practice or role is below average. Among the four items, the mean score the way principal understood diversity is relatively moderate (M=3.78, SD=.931) while the mean score for formulating strategic plan in the school is low (M =2.51, SD=1.060).The implication here indicates that the result is below average point; the existence of low principal’s practice towards teachers in the sampled schools shows there were unsatisfied teachers.

Practice of principal is the act of principals which acts for the improvements of schools and teacher’s job satisfaction.

The principal’s practices influence job satisfaction and work commitment as a result of personal interactions to build the teacher’s self-esteem, which is closely related to social identity, providing a sense of belonging to a group (Vaughan & Hogg, 2011).

The number of respondents that rated in favor of the issue that the principals formulate strategic plan; 43 (32%) teachers were rated very low, 71(52.9%) were rated low. This implies that a plan formulated by school principals to enhance teacher’s job satisfaction was nonstrategic plan. So teachers were dissatisfied with a plan formulated by their principals. To improve schools and teachers job satisfaction the principals should formulate a plan in strategic way. On the other way

15(11.19%) of the respondents rated moderate, 3(2.2%) respondents rated high and the remaining 10(7.4%) of respondents rated very high.

Next the researcher wants to find out how many of the respondent recognize the principals influence teachers for good appraisal. From total respondents 13(9.7%) did not recognize the influence of principals on each individual in the school, while 56(41.8%) were rated low. 52(38.7%) respondents were rated moderate, 9(6.7%) rated high. In addition to this the remaining 4(2.9% of respondents rated very high. This shows majority of the respondent were dissatisfied with the act principal influences teacher for good appraisal. The researcher found that how principals capacitate in setting direction and encouraging teachers towards achieving the expected goals. 7(5.22%) of teachers had rated very low, 21(15.6%) rated low, 68(50.7%) rated moderate, 26(19.4%) of respondents rated high and 12(8.9%). This shows that the system of principals in influencing teachers for good appraisal is low way.

With the item understanding diversity 2(1.49%) of respondents were rated very low. 10(7.4%), 31(23.1%) of respondents were low and moderate respectively, 63(47%) rated high and 28(20.8). this implies that above the listed issue the principals system in managing diversity is in a good way. Majority of the respondents were satisfied with managing diversity. Majority of the teachers were satisfied. Those who were dissatisfied were few of the respondents.

The interviewed respondents responded; the practice of principal to enhance teachers Job satisfaction was not applied in secondary schools. When teacher's job satisfaction enhanced the school vision can be achieved. As a whole with regarding to the Principal's activities, principal's role and creating conducive environment to enhance teacher's job satisfaction was low. As a solution teachers job satisfaction was promoted through giving in service training for principals, applying teachers teacher's developmental program, qualified instructional leaders in the area of Education, commitment and moral of instructional leaders to accomplish their Tasks.

**Table 4.4; The Mean and standard deviation of creating conducive environment for the teachers.**

Descriptive Statistics			
Items	N	Mean	Std. Deviation
• principal facilitates conducive environment	134	2.91	1.114
• Principal provides facilities for teachers to change their education environment.	134	2.63	1.254
• principal creates comfortable atmosphere	134	2.79	1.251
• principal develops good school culture	134	3.23	1.188
Over all mean	134	2.89	1.201

Mean scores 1-1.50—very low 1.51-2.50---low 2.51—3.50 moderate 3.51-4.50 high and 4.51 and 4.51-5.00 very high.

As revealed in Table 4 the overall mean score for extent of principal practice to create conducive environment for teachers was low (M= 2.890 SD=1.201). Analysis at item level shows creating conducive environment is below average for all items (see table 4). Among the four items, the mean score the way principal understood diversity is relatively good (M=3.23, SD=1.188) while the mean score for formulating strategic plan in the school is the lowest (M =2.63, SD=1.154).The implication here indicates that the result is below average point; the existence of low principal’s practice in creating conducive environment in the sampled schools is unsatisfied teachers.

Making school conducive environment for teachers is the way of enhancing teacher’s job satisfaction. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to 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 working conditions safe, health, adequately furnished and attractive to use the employee's 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).

The number of respondents that rated in favor of the item that principal facilitate conducive environment for teacher; 25(18.6%) were rated very low, 35(26.3%) of respondents were rated low, 30(22.38%) of the respondents rated moderate, 36(25.1) were rated high and the remaining 10(7.4%) of respondents were rated very high . Then the researcher wants to find out how principal provide facilities for teachers to change their education environment; 30 (22.3%) of the respondents were rated very low, while 36(26.8%) were rated low, 28(20.8%) were rated moderate, 31(23.1) were rated high and 9(6.7) rated very high. This shows activities are expected from principal to accomplish assigned tasks and duties as principals. Regarding to the principals create comfortable atmosphere for teachers staff members; 25(18.6%) of respondent rated very low, 32(23.8%) rated low, 29(21.6%) of respondents rated moderate 36(26.8) were rated high and 12(8.9%) respondent were rated high. This shows that the way principal create comfortable atmosphere for teachers was appropriate. The issue developing school culture 27(20.1%) of rated very low, 38(28.35) were rated low, 28(20.8) were rated moderate, 30(22.3) were rated high and the remaining 11(8.2), of respondent were rated very high. This shows the practice of principal in creating conducive school environment for teacher is unsatisfactory.

According to Herzberg (1965), conducive working conditions are maintenance or hygiene factors and thus dissatisfies, that is, their absence result in job dissatisfaction. An enabling, supportive and inspirational work environment creates experiences that impact on engagement by influencing how people regard their roles and carry them (Armstrong, 2009

Generally, the interview conducted by researcher with school principals and teachers Revealed that; AS a whole the principal's attention that different School Principals have to create conducive environment in the school was asked high commitment and effort. The interviewer teacher said that the impact of principal practice was affects teachers job satisfaction. Lack of making proper decision, commitment and strategic plan had high effect on teacher's job satisfaction.

**Table 4.5: The teachers job satisfaction mean & standard deviation score**

**Descriptive Statistics**

Items	N	Mean	Std. Deviation
• teachers satisfied with the way school principals give directions for the work done	134	3.74	.826
• Teachers satisfied with the school leaders treat all staff.	134	3.13	.886
• Teachers satisfied with the way achievement is evaluated	134	2.78	1.036
• Teachers satisfied with their involvement in decision making at school	134	2.45	1.198
• Teachers satisfied with the way school principals communicate staff	134	2.51	1.060
Overall mean	134	2.922	1.001

Key; N—Number of cases    M---- Mean    SD—Standard deviation

The above table shows level of teacher’s job satisfaction in kersa woreda.

Mean scores 1-1.50—very low    1.51-2.50---low    2.51—3.50 moderate 3.51-4.50 high and 4.51 and 4.51-5.00 very high.

Job satisfaction is a worker’s sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one’s efforts. Regarding to the issue teachers satisfied with the way school principals give directions for the work done ; mean 3.74 and SD .826 was obtained from both teachers and principal. The issue teachers satisfied with the way principal treat all teachers ( M 3.1 and SD.886.)

The number of respondents that rated in favor of the issue that in school are teachers , 7 teachers which are 5.2% rate very low, 14(10.4%) are rate low, the highest number of respondents 61(45.5%) of the teachers were rated moderate, 46(34.3%) were rated high. Finally, the remaining teachers were rated very high on direction of work done given to them by their school principals. The output of the analysis shows that 5(3.7%) of the respondent were rated very low 49(36.5%) rated low, 56(41.7) were rated moderate, 18(13.4%) were rated high and the remaining were rated very high. This shows that the way principal treat all teachers was moderate way.

Regarding to the Teachers satisfaction with the way achievement is evaluated; 6(4.4%) of the respondents were rated Very low, 17(12.6) were rated low, 66(49.2%) rated moderate, 38(28.3%) were rated high and the remaining 7(5.2%) were rated high with the issue of teachers satisfaction with the way achievement is evaluated. This shows that majority of the teachers are agreed on their leaders system of achievement evaluation. The issue Teachers satisfied with their involvement in decision making at school. The output of the data analysis implies 32(23.8%) teachers were rated very low, 48 (35.8%) were rated low and 22 (16.4%) of the respondents were rated moderate, 20(16.4) were rated high and the remaining of 10 (7.4) were rated very high. So the data implies that the system teachers were involved in the decision making at school need improvement. Because all school activities were achieved successfully by involvement of every teachers' decision.



## CHAPTER FIVE

### 5. Summary of Major Findings, Conclusion and Recommendations

#### 5.1. Summary of Major Findings

This chapter contains a summary of the entire study and then presents the conclusions. The recommendations on the findings are discussed after which areas of further research are suggested.

This study designed to assess the practice of secondary school principals in enhancing teacher's job satisfaction in public secondary schools.

The major findings of the study were explicitly addressed the following three research questions:

1. To what extent principals activities are enhancing teacher's job satisfaction and commitment in kersa woreda secondary school?
2. What roles principals are playing in enhancing teacher's job satisfaction?
3. To what degree principals work to create conducive environment for teachers?
  - Regarding the scale the extent of principal in enhancing teachers job satisfaction: The overall mean score of principals activities to enhance teachers job satisfaction was moderate (M= 2.89, SD=). In addition, the mean and standard deviation of the principal's activities in decision making to enhance teacher's job satisfaction is low (M; 2.52; SD; 1.060). This result might indicate that teachers in the sampled schools are not satisfied fully with their job. So, this implies what expected from principal is working hard to improve teachers job satisfaction. Moreover, the mean and standard deviation of the principals activities in appreciating other teachers was low (M= 2.46 SD=1.060). The implication here indicates that the result is below average point; the existence of low principal's practice towards teachers in the sampled schools was makes unsatisfied teachers.

- Among the four items, the mean score for teachers view regarding the extent to which their principals provided opportunities to lead educational matters for them is high (M=3.75, SD=.827). The implication here indicates that the existence of low principal's practice towards teachers in the sampled schools lead to teachers job satisfaction to some extent.
- Regarding role of principals in enhancing teachers job satisfaction: The overall mean score teachers on principal practice was low (M=2.91, SD=1.11). This result might point out that teachers in the sampled schools are dissatisfied with their principal's practice towards their job satisfaction. Also the mean and standard deviation of principals role in formulating strategic plan to enhance teachers job satisfaction is low (M 2.52;SD ,0.;696) .The mean and standard deviation of influencing teachers for good appraisal was low(M, 2.57; SD 0;88)
- Regarding creating conducive environment for teachers: The overall mean score of creating conducive environment for teachers was low (M=2.70, SD=1.11).This result might point out that teachers in the sampled schools are dissatisfied with their principals practice in creating conducive environment towards them. So, it need hardworking of principals in the future.

## **5.2. Conclusions.**

Based on the finding of the study the following are drawn;

The main purpose of enhancing teachers' job satisfaction is to achieve the common goal of the school. This requires high effort of principals towards teachers' job satisfaction and commitment.

Unless principals perceive the practice of enhancing teachers' job satisfaction as a mechanism of professional development, the principals' practice will not have the desired effect. However, the findings shows that teachers job satisfaction were not enhanced well, to the potential benefits principals could bring to themselves when their job satisfaction became decrease.

From this it can be concluded that teachers in secondary schools of Kersa woreda have limited getting support from the principals' practice of enhancing job satisfaction. Based on the finding, the decision made to enhance teacher's job satisfaction, influencing teachers for good appraisal, formulation of strategic plan, appreciating teacher's activities, creating conducive atmosphere in the school and providing facilities for teachers to change their school environment were the problem.

Accordingly, from the above finding one may conclude that teachers were not properly assisted and supported by school principals. So, principal did not support teachers on their performance and did not properly design various intervention to assist teachers to enhance their commitment. As result in most of secondary schools there were a lot of problems that hinders the teachers' job satisfaction and commitment. Unless this problem is taken into account and solved soon it is impossible to enhance teacher's job satisfaction and ensure quality of education. The principal employed various principals practice option by selecting and coordinating tools focusing on the teachers' job satisfaction and commitment. However, as shown in the above finding, implementing various principals practice option in the sample schools was not as such effective in their application that properly suited with each teacher's interest and commitment. Therefore, it is possible to conclude that teachers were not satisfied at work through the implementation of various principal practice.

Finally, the results of the study discovered that teacher's job satisfaction was affected by many problems; such as, lack of proper decision of principal, absence of formulating strategic plan, the absence of in-service program to update principals; less attention of principal in facilitating and creating conducive environment of the school for teachers. As, result the practice of principals to enhance teachers job satisfaction and commitment were less supportive.

### 5.3. Recommendations

Based on the findings of this study, the following recommendations were made believing that they would be helpful for realizing and putting in effect in schools where one has to be effective teacher's job satisfaction.

- The school principals with collaborations of teachers need to spend time listening to their teachers and encouraging them to give them feedback on a wide varieties of items; such as, allowing teachers to evaluate the principals, having group meetings with faculty where teachers are there; and should develop the behavior of proper decisions on teacher's interest matters.
- The study reveals that the way principal appreciate teacher's performed activities were not satisfactory. The school principals on the base of their leaders should appreciate teachers in their teaching activities, responding timely feedback for strength and weakness, extending good will among them, positive intention for them and supporting for teacher to ensure the teaching learning processes.
- Trainers, for example, Ethiopian higher Educational institutions should consider introduction of courses for training principals to understand the practice of principals in enhancing teacher's job satisfaction and commitment.
- The finding revealed that school principal lacks purposive plan to enhance teacher's job satisfaction and commitment. So, School principal should prepare strategic plan to create conducive school environment in order to enhance teacher's job satisfaction. This will achieved through high attention of principal starting meeting with stake holders up to establishing good school cultures.
- Lastly, further research on this topic can also be conducted using other methods of qualitative research. The observation, for example, can be done in depth in order to understand and advance findings on this topic. Further information on this research topic against more complex matters may not be rooted out through quantitative methods peruse, but also through the use of qualitative methods. Findings would further increase the knowledge of principal practice in enhancing teacher's job satisfaction.

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**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)**

**MA IN SCHOOL LEADERSHIP (SCL)**

**Questionnaire to be filled out by School principals and Teachers**

Dear Respondents:

I am a post graduate (MA) student of Jimma University, Ethiopia. I am carrying out a study on the topic: *The role of principal in enhancing teachers job satisfaction and commitment in secondary schools of kersa woreda*. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a secondary school principals and teacher like you who is expected to perform well in the school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality.

**NB:** Please **do not** write your name in any part of this questionnaire.

**Personal information**

**Direction 1:** write name of your school on the blank space provided and put (v) mark on the box you chose as answer for each question.

Woreda \_\_\_\_\_

1.1. Your role in school: principals  V/principals  Teacher  Dip, Head

1.2. Sex Male  Female

1.3. Age: below 20  21-25  26-30  31-35  36-40   
41-45  46-50  51-55  above 56

1.4. Level of Education attainment: certificate  Diploma  Level III  level IV

BA/BSc/BEd  MA/MSc  other

1.5. Work experience in years: 5 and below  6-10 year  11-15 year

16-20 year

20 and above

The following statements shows the role of principals, Please indicate your level of fillings the extent to which each statement characterizes principals by putting tick mark (√) in one of the boxes against each item ranging 1 to 5.

The numbers indicate: 5= Very High 4= High 3= Moderate 2=Low 1= Very Low

1.What are the role of principals in government secondary schools of **Jimma Zone kersaworeda?**

No	Extent of principal activities to enhance teacher job satisfaction	1	2	3	4	5
1	Principal makes decisions to enhance teachers' job satisfaction					
2	Principals takes opinions from teachers with care					
3	Principal is very cooperative and supportive					
4	Principals have behavior of apology others					
5	Principal does not provide opportunities to teachers to leads in some matters.					
	<b>The practice of principal to enhance teachers job satisfaction</b>					
1	Principals formulate strategic plan					
2	Principals influences teachers for good appraisal.					

3	Principals capacitate in setting direction and encouraging teachers towards achieving the expected goal					
4	Understanding diversity the activities of principals do to make conducive environment.					
	<b>The degree principal create conducive environment for the teachers</b>					
1	Principals facilitate conducive environment.					
2	Principals provides facilities for teachers to change their education environment					
3	Principals create comfortable atmosphere for teachers and staff members					
4	Develop good school culture.					

No	<b>teachers job satisfaction</b>	1	2	3	4	5
1	Teachers satisfied with the way school principals Directions for the work done.					
2	Teachers satisfied with the school leaders treat all staff					
3	Teachers satisfied with the way achievement is evaluated by principals.					
4	Teachers satisfied with their involvement in decision making					

## **Interview questions.**

### **Interview to be answered by School principals and teachers**

#### **Dear Respondents:**

I am a post graduate (MA) student of Jimma University, Ethiopia. I am carrying out a study on the topic: *The role of principal in enhancing teacher's job satisfaction and commitment in secondary schools of kersa woreda.* Thus, the main purpose of this interview questions is to collect relevant information to compliment this research work. This interview questions is for a secondary school principals and teacher like you who is expected to perform well in the school duties. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality and used only for education purpose.

Your personal back ground

Name of the school\_\_\_\_\_

Name of the respondent\_\_\_\_\_

Your highest level of education\_\_\_\_\_

Your experience as principal\_\_\_\_\_

Discuss briefly your own opinion for the following questions as you asked

1. What are activities the principal do to enhance teacher's job satisfaction?
2. Do you think that the principal can play significant role in teachers' job satisfaction?
4. How much the principal attempt to enhance teachers' job satisfaction?
5. Is there comfortable condition for principal to enhance teachers' job satisfaction?