

**THE LEVEL OF TEACHERS' JOB SATISFACTION IN ADAMA
WOREDA GOVERNMENT PRIMARY SCHOOLS**

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**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF EDUCATIONAL SCIENCE AND TECHNOLOGY
TEACHERS EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT
PROGRAM: EDUCATIONAL LEADERSHIP**

June , 2016

ADAMA UNIVERSITY

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**A THESIS SUBMITTED TO SCHOOL OF EDUCATIONAL
SCIENCE**

**AND TECHNOLOGY TEACHERS EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**PROGRAM: EDUCATIONAL LEADERSHIP
PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
LEADERSHIP**

June, 2016

ADAMA UNIVERSITY

Letter of approval

Adama Science and Technology University school of education science and technology teachers education department of educational planning and management. This is to certify that thesis prepared by Aman Desalegn Olbamo Entitled “The level of teachers’ Job satisfaction in Adam woreda government primary schools in Oromiya Region.” And submitted in partial fulfillment of the requirement for the degree of Masters of Art in Educational Leadership, Compiles with the regulation of university and meets the accepted standards with the originality.

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ACKNOWLEDGEMENTS

First and foremost I would like to express my heartfelt thanks to my punctual Advisor Amanuel Worku (PhD). I really cannot put into words how grateful I am for everything he has done for me. For his professional advice and constructive comments in my attempts to make this work a success, I sincerely thank him.

I would like to express my profound gratitude to Madeline Musante Wake, PhD, RN, FAAN, Dean of Nursing Emerita, Marquette University, Milwaukee, WI, USA, Who supported me by reading and commenting my thesis, which made my initial work successful and her encouragement has been a source of my inspiration.

Moreover, I would like to pass my profound gratitude to my family who were always with me from the beginning to the end of my research activities. I really thank them.

My acknowledgement is also extended to the following individuals for their moral and professional advice; Adama Woreda education Office Experts for providing necessary documents, guides and statistical data whenever I was in need. Other people who deserve particular mention include Mr. Mulugeta Worku , Mr. Debisa Feyisa and Mr. Megersa Teshome that some of them provided material resources while others assisted me during data collection. I truly admire each of them for what they did for me by giving their spare time. Finally, I want to give thanks for all teachers, school principals and cluster supervisors for providing data required for this study.

All things were made through God, and without Him nothing was made, I thank Him!

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ACKRONYMS AND ABBREVIATION

ANOVA: Analysis of Variance

CRC: Cluster School Center

EFA: Education for All

ESDP: Education System Development Program

ETP: Education and Training Policy

FGD: Focus Group Discussion

GEQIP: General Education Quality Improvement Program.

JDI: Job Descriptive Index

LIDCs: Low Income Developing Countries

MoE: Ministry of Education

MSQ: Minnesota Satisfaction Questionnaire

NCES: National Center for Education Statistics

NGOs: None Government Organizations

SPSS: Statistical Package of Social Science

SD: Standard Deviation

PTA: Parents and Teachers Association

TDP: Teachers' Development Program

UNESCO: United Nations Education, Science, and Culture Organization

VSO: Voluntary Service Overseas

WEO: Wereda Education Office

WTA: Wereda Teachers' Association

ABSTRACT

This study was conducted to assess the level of teachers' job satisfaction in Adama Wereda government Primary Schools. To conduct the study, descriptive survey design was employed and random sampling technique was employed to select the sample schools, principals, and teachers. To this end, 3 Woreda Education Officers, 3 WTPA officers, 5 cluster supervisors, 19 primary schools with 19 school principals and 134 teachers were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, 134 teachers, 19 school principals, and 5 cluster supervisors filled the questionnaire. An interview was also conducted to enrich the quantitative data. As a result, 3 Woreda Education Officers and 3 WTPA officers were interviewed. Quantitative data collected through questionnaire was analyzed by using mean scores and „F" test by using SPSS v.16.o. The data gathered through interview was discussed in line with questionnaire. Consequently, some of the main findings come out from this study were: the level of teachers' job satisfaction with the issues related with leadership, supervision and recognition; the issues related with Salary, incentives, fringe benefits, and work life balance etc. made the level of teachers job satisfaction low.

Instructional leaders did not regularly give administrative support, guidance, proper supervision, and recognition for the better work done by teachers. They were not able to give feed backs for teachers in order to fill their professional gaps; Salaries and fringe benefits for teachers were insufficient; lack of residential houses, very less means of transportation services, and health insurance; teachers were subjectively promoted to better positions in their school ; limited opportunities to advance teachers' educational status through on job training; unsatisfying rewards given for teachers' good performances; the insufficient students' academic performance; unclearly understood rules and regulations of the schools; very less awareness created on the vision, mission and goals of the schools; less support given by parents and community for teachers' efforts and very poor availability of resource in schools are some of the main causes for the low level of teachers' job satisfaction. Finally, to raise the level of teachers' job satisfaction, the following recommendations were drawn: The Adama Woreda Education office, East Shoa Zone Education Department and the region in collaboration with schools should provide sufficient training for instructional leaders in a way that makes them inclusive in their instructional supervision; they should be able to revise and make maximum increment for the teachers' salary; should make teachers understood clearly the rules and regulations of the schools and finally should be able to fulfill necessary resources in order to help the teachers to perform their job effectively.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1. INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of basic terms and organization of the study.

1.1 Background of the Study

Education is the process of bringing out the potentialities of an individual and develops the natural abilities and interest of citizens. This is to mean that education is not only a lamp which enlightens the internal capacities of a child, but also fulfils the needs of the society by raising the productivity of the population which in turn leads to better standard of living. (Jalaja, 2 007). To do so, from the early school years, the education system should be directed towards the all rounded development of human personality, and school teachers are the primary actors to fulfill these objectives.

In the education process the role of teachers cannot be underestimated (Glatthorn cited in Kutsyuruba, 2003). In addition, improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process. Hence teachers' motivation and satisfaction within the teaching learning practice, therefore, the techniques, methods, or processes used by instructional leaders at schools, provide the catalyst for any success in schools. The way teachers gain professional support from instructional leaders and the way teachers view their satisfaction on their job that they are undergoing and think about it is very important in the outcomes of the teaching learning process. Without the satisfaction of teachers on their job, the result of teaching learning process cannot be at the right ladder. The strength of any educational system largely depends on the quality and commitment of its teachers. Teachers as the heart of educational process play an important role in the achievement of quality, effectiveness, and realization of educational goals at large.

Moreover, every educational system should strive to attract qualified people to the profession and provide them with better incentives that will satisfy their needs (Ayalew, 2000). Job satisfaction of teachers is an important element for the school performance to achieve the desired goal for any school, particularly for the academic staff that has direct linkage with production of educated citizens. In order for organizations and institutions to be successful they must continuously ensure the satisfaction of their employees. (Berry, 1997). In addition, Hoy and Misked, (1987) have stated that job satisfaction is viewed as a decisive as to be the general efficiency of an organization.

Teachers are the pillars of the society, they act as role-models to the students and help them to have the holistic development in order to be the potential leaders of the next generation who are able to shoulder the responsibility of their nation ahead (Jyoti and Sharman, 2009). When we are talking about the job satisfaction of teachers, we mean that, we are not talking about the single portion of it. Sometimes many people think that the job satisfaction of teachers may be hindered because of lack of rewards for their good works. But there can be so many factors that hinder the teachers' motivation and satisfaction on their job. These include recognition of their good work, the level of relationship with supervisors and colleagues, the assurance of work security, the conducive environment, the economic and life status gained from it, personal life style, the outlook of teachers toward the profession and so on can be some of many factors that can affect teachers' motivation and satisfaction on their job (Fred C; and Allan, 2008).

Job satisfaction is the level of contentment employees feel about their work, which can affect performance. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees. Measuring job satisfaction can be challenging, as the definition of satisfaction can be different for different people. If an organization is concerned about employees' job satisfaction, management may conduct surveys to determine what type of strategies to implement. This approach helps management define job satisfaction objectively. Superior-subordinate communication or the relationship between supervisors and their direct report(s), is another important influence on job satisfaction in the workplace (Mbua, 2003).

As it is clearly described by (Berry, 1997) Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees. Job satisfaction falls into two levels: affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is a person's emotional feeling about the job as a whole. Cognitive job satisfaction is how satisfied employees feel concerning some aspect of their job, such as pay, hours, or benefits.

Many organizations face challenges in accurately measuring job satisfaction, as the definition of satisfaction can differ among various people within an organization. However, most organizations realize that workers' level of job satisfaction can impact their job performance, and thus determining metrics is crucial to creating strong efficiency. Despite widespread belief to the contrary, studies have shown that high-performing employees do not feel satisfied with their job simply as a result of to high-level titles or increased pay. This lack of correlation is a significant concern for organizations, since studies also reveal that the implementation of positive HR practices results in financial gain for the organizations. The cost of employees is quite high, and creating satisfaction relevant to the return on this investment paramount simply put: positive work environments and increased shareholder value are directly related. Some factors of job satisfaction may rank as more important than others, depending on each worker's needs and personal and professional goals. To create a benchmark for measuring and ultimately creating job satisfaction, managers in an organization can employ proven test methods such as the Job Descriptive Index (JDI) or the Minnesota Satisfaction Questionnaire (MSQ). These assessments help management define job satisfaction objectively (Kutsyuruba, 2003).

Some very important factors that can be used to measure and influence job satisfaction are:- pay or total compensation, the work itself (i.e., job specifics such as projects, responsibilities, promotion opportunities (i.e., expanded responsibilities, more prestigious title), relationship with supervisor and interaction and work relationship with coworkers.

In addition to these factors, one of the most important aspects of an individual's work in a modern organization concerns communication demands that the employee encounters on the job. Demands can be characterized as a communication load: "the rate and complexity of communication inputs an individual must process in a particular time frame." If an individual receives too many messages simultaneously, does not receive enough input on the job, or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with work, leading to a low level of job satisfaction. Superior-subordinate communication, or the relationship between supervisors and their direct report(s), is another important influence on job satisfaction in the workplace. The way in which subordinates perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior—such as facial expression, eye contact, vocal expression, and body movement—is crucial to the superior-subordinate relationship (Boundless.com). According to Herzberg, the hygiene factors such as salary and fringe benefits, organization policy, technical supervision, relationship with the co-workers and work conditions may ensure that employees will perform at minimum level, but motivation which contributes to superior performance, is possible only through satisfier or motivators (Fred C and Allan, 2008). Thus job satisfaction is considered as an important construct to study the relationship between teachers' job satisfaction and school behaviors like performance, absenteeism, and turnover (Lawrence, 2011).

Teachers who are satisfied with their jobs are happy, dedicated, committed and also bring their best qualities to schools so that students, parents and the societies may benefit from their services (Ofoegbu, 2004). As showed by Jaiyeoba and Jibril (2008) satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, and also satisfied school managers and administrators.

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

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, the 2000 EFA Country Assessment for Pakistan notes that poor teacher motivation is a ‘colossal problem’, which is seriously compounded by ‘political interference’. *P. Bennell and K. Akyeampong (2007)*.

Low teachers satisfaction and its detrimental effect on student achievement are central problems of many education systems in Africa (Michaelowa, Katharina, 2002). The VSO report on valuing teachers concludes that “a potential crisis in the teaching profession threatens the ability of national governments to reach internationally agreed targets to expand and improve education. In many developing countries, the teaching force is demoralized and fractured” (VSO, 2002:1). The report is based on three country case studies in Malawi, Zambia and Papua New Guinea. It focuses on factors in four areas: the conditions of employment of teachers; their situation as educators; their relationship with the local community; and their voice in educational policy. The report shows a plethora of negative factors in all these areas and not many redeeming features in the educational systems involved. Of particular concern is poor teacher management at all levels, from the Ministry of education to the school, and teachers’ perception that the decline in their pay has adversely affected their status, both nationally and locally. Other specific problems that are highlighted include delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline of inspectorate services, and insufficient involvement of teachers’ representatives in policy making.

The education system in Ethiopia, at all levels, is challenged by a lack of quality. There has been a deterioration of quality in the education system as a result of the rapid rise in student enrolments, among others. This state of affairs is indicated by the low student achievements. Policy makers and other stakeholders also publicise the lack of quality in the education system. Thus, one of the main challenges facing Ethiopia is to improve the efficiency and quality of the education system (Gedefaw, 2012). Further, Gedefaw (2012) stated that teachers who spend much time with their students to perform deferent activities

of teaching learning process in classroom, and hence they have a significant impact on the students' academic performance.

The gains in access are of little meaning if they are not accompanied by improved students learning (MoE, 2010). Despite rapid expansion of the education system, Ethiopia's education sector faces challenges in quality, efficiency, equity and access to education (World bank, 2005). Drop-out rates from early grades are at high levels, which express poor quality and attractiveness of school; again the national assessment from 2000 – 2008 show that the decline in students achievement from 47.9% to 40.9% in grade four and 41.1% to 35.6% in grade eight composite scores (MoE, 2010). Since Oromiya region is one of the regional estates of Ethiopia, so the same problem face the region, as it is part of the country.

At the same time, Adama wereda which is one of the administrative divisions in Oromiya regional estate achieved the remarkable success in access to education with number of schools and student gross enrolment rate both in primary and secondary schools, even though certain challenges encountered in quality and efficiency of education. According to annual report of Adama wereda (2013/2014) from 2008/9 to 2014 the number of primary schools increased from 56 to 63, number of secondary schools increased from 1 to 3. Students' enrolment in primary education was increased by 12.5% in four years, from 32,864 in 2003 E.C. to 37,004 in 2007 E.C. From this we can easily see that the enrolment rate of primary education in Adama woreda is increasing every year. This is due to the total population increase, but not due to the teacher's satisfaction.

However the school performance outcome indicator, particularly students' performance result in grade 8 regional examinations was declining from year to year. As it can be seen from the annual report file of Adama Woreda education office, the number of students repeated in grade 8 regional examinations in 2004 E.C. was 137, and the number of students repeated in 2007 E.C. was 218. From this fact we can see that the repeaters rate was increased by 59% when we compare the two years result, and dropout of primary education in the woreda was increased from 683 to 804 in 2004 E.C and 2006 E.C. So the dropout rates were also increased by 17.7% when it was compared for the two years. In other direction, when the number of teachers in primary schools of Adama Wereda seen, it was 896 in 2007 E.C, and 841 in 2008 E.C. from this fact it can be also see that the number of teachers was decreased by 6.1% in one year, that means 55 teachers left their profession in the year 2008 E.C. these all effects seen above could be realized as the

indicators of teachers' job-dissatisfaction. Therefore the education system in the wereda should pay considerable attention to maintain the education system of the area. One of the main issues which should be taken in to a great consideration is giving serious attention on job satisfaction of teachers to retain them on their profession, school performance and continually measuring its achievements. The number of students in schools is increasing every year, on other side the quality of instruction is decreasing. Therefore job satisfaction is one of the most important factors in increasing the teachers' performance to improve the quality of instruction. In the case of Adama wereda, these and other problems inspired the researcher to investigate the main factors affecting the level of teachers' job satisfaction.

1.2 Statement of the Problem

Teachers' job satisfaction is one of very important factors for student achievement and school performance. In fact certain success was achieved in teachers' development program of ESDP III, but challenges were faced in educational outcome indicators such as students' achievement, dropout, and completion and repeaters rate. Ministry of education revealed that the main challenges which ESDP IV will address is student achievement through a consistent focus on the enhancement of the teaching learning processes and the transformation of the schools in to a motivating and child-friendly learning environment GEQIP (MoE, 2008).

Working for students' progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of instructional leaders /school administrators/. In line with this, school administrators should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning and teaching lessons. Teachers should use different techniques of teaching methodology considering students' background, academic levels, and interests, as well as other data from students' records to certain academic needs and to facilitate planning for appropriate initial learning. The provision of Quality education needs cooperative and jointed efforts of teachers, different stakeholders, and communities. It is the concurrent responsibility of federal, regional and Woreda governments; GEQIP (MoE, 2008).

As the long year service and experience of the researcher in the field, the researcher realized that, the wrong perception of teachers on their profession and the attitudinal problems of instructional supervisors were also some of major causes for teachers'

dissatisfaction on their job. According to Oliva, (2005), the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process like teachers' satisfaction among the many. In addition, previous research and publications in the country revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults. So these situations can also be part of the factors affecting the teachers' job satisfaction.

Ineffectiveness of primary school supervisors in providing support and guidance to teachers is another critical problem which impedes the satisfaction of teachers on their job. The research conducted by Gashaw (2008) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers.

In addition to this, the researcher looked in detail of the challenges faced on teacher's job satisfaction; like that of unclear vision, mission and goals of schools; teachers are not clear in understanding and commitment of their schools' vision, mission, and goals. Inadequate school leadership and management, poor availability of instructional materials and working conditions; lack of enough instructional guidelines and inappropriate students' discipline. So, persistent efforts are needed to alleviate the listed problems for the success of teachers' satisfaction on their job. Besides, from the twenty one year's Personal teaching, and head teacher experience of the researcher, a large number of primary school principals and administrators seemed to devote most of their time in routine office activities rather than systematic identifications of teachers' skill gap and support of teachers on their instructional activities. Besides, the current initiation for quality of education, further rationalized the researcher to deal in the area under discussion, as teachers' job satisfaction is a vital issue for the quality of instruction at schools. Eventhough more discussions were avail, the main intention of the researcher focused on the level of teachers' job satisfaction. Indeed, these circumstances initiated the researcher to conduct study on the issue.

Teachers professional development, training and resource utilization at cluster schools level were not improved, which in turn enhance teachers' effectiveness. The education policies, programs, and plans have not made serious effort to pinpoint the causes of low motivation or de-motivation of teachers and its relationship with educational outcomes (MoE, 2010). Another problem is concerning the job performance of teachers; Educational administrators accuse teachers' negligence, absenteeism, turnover and lack of zeal to work. While teachers' on their part argue that the existing salary structure, benefit and working conditions do not satisfy their basic needs ; as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions(Ololube,2013).

As Tsegaye(2011), Gudisa(2012), and Gedefaw(2012) conducted study on teachers' job satisfaction in Ethiopian context; Both Tsegaye and Gudisa conducted their research on TVET teachers and focused on factors affecting teachers' job satisfaction and the extent of teachers' depending on different variables. Their findings show that the majority of the trainers were dissatisfied due to insufficient satisfying elements. Out of these, salary and fringe benefits are the most serious factors which discourage them.

Gedefaw (2012) in his study on job satisfaction of secondary school teachers in Ethiopia employed the study and investigated factors that dissatisfy teachers on their job, however are salary and benefits emerged as the primary dissatisfying aspects of all the work factors. What makes this study different from the other researches done by different scholars about teachers' job satisfaction is that the researcher is trying to show boldly the level of teachers' job satisfaction rather than digging out for the factors affecting them. The researcher still argues with above scholars, even though salary and fringe benefits are the serious obstacles for the teachers' satisfaction on their job, one thing should not be forgotten is the perception of teachers themselves on their job. Most teachers came to the profession not to retain for their whole life serving their community as inborn teachers, but just to make the profession as a bridge to pass to other profession. As it can be seen from the reality and the answers they gave in the questionnaire, it can be said, that most teachers have wrong perception on their profession. Especially, the new coming young teachers may not be satisfied on the profession, even though the salary and fringe benefits would be well improved and arranged, since the image that they had from their entire environment about the teaching profession is negatively constructed. So that is why most teachers in several schools are studding other professions like accounting, economics, law, business

etc. There are several reasons encircled them not to retain in teaching profession. So the outlook of the teachers themselves in particular and the community in general on the teaching profession should be seriously seen and need deeper research until the profession become lovely, attractive, and more respected than any other professions in the country.

As the researcher investigated by own experience, during formal or informal gatherings, teachers discuss challenges and problems they were facing in their life, in teaching profession and on how to have better life, not only for themselves, but also for their children. From the discussion most of the teachers were discouraged to continue in teaching profession; most teachers in many schools were studying another profession in their spare time rather than their teaching profession. As it can be seen from the teachers' argument, the unfair fringe benefits which other expertise obtain in different ways, might challenged their satisfaction on their jobs. This indicates that after the coming few years most teachers might be transferred to another sectors by changing their profession. From the researchers experience in Adama Woreda, the academic performance of the students is declining and drop-out rate is increasing from time to time.

Consequently teachers blame the students as well as the parents in their children readiness for learning; on the other hand students complain teacher's preparation, punctuality, and mastery of subject matter. So many researchers in their studies tried to show their findings, on the factors affecting teachers' job satisfaction, which is nearly the same. The conclusions of most researchers showed that the main causes for the teachers' dissatisfaction among the many were salary and fringe benefits. But in this research, the researcher tried to show the level of teachers' job satisfaction, that is high or low. Eventhough the main purpose of the study was about the level of teacher job satisfaction, if the level of teachers' job satisfaction is low, to raise the satisfaction level, the factors and strategies should be discussed. Because of that the researcher was insisted to investigate causes and strategies.

1.3.Research Questions

In view of the above mentioned situations, the researcher intended to assess the level of teachers' job satisfaction in Adama Woreda government Primary Schools, and if the level of teachers' job satisfaction might be low, it needs to investigate the causes and the

strategies to raise up the level of teachers' job satisfaction. So that to give real recommendation, the researcher tried to investigate about the causes of teachers' job satisfaction and strategies to raise up the level of teachers' job satisfaction. In doing so, the researcher has raised the following basic research questions.

1. To what extent do teachers are satisfied with their job in selected government primary schools in Adama woreda?
2. What are the main causes for the level of teachers' job satisfaction, if the level of satisfaction is low in selected government primary schools of Adama woreda?
3. What strategies can be employed to raise the level of teachers' job satisfaction, if the level of satisfaction is low in selected government primary schools of Adama woreda?

1.4. Objectives of the Study

1.4.1. General Objective

The overall objective of this study is to identify the level of teachers' job satisfaction, its main causes and set out strategies to raise their job satisfaction in Adama Woreda government primary schools.

1.4.2. Specific Objectives

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

1. Find out the level of teachers' job satisfaction in selected government primary schools in Adama woreda.
2. Identify the major causes that affect the level of teachers' job satisfaction in government primary schools of Adama woreda.
3. Identify appropriate strategies to raise the level of teachers' job satisfaction, if the level might be low in selected government primary schools of Adama woreda.

1.5. Delimitation of the study

There are various factors that can impede the quality of instruction at school level. Among the many, this study mainly focuses on investigating the level of job satisfaction of

teachers' in selected government primary schools of Adama woreda, because majority of the societies are the beneficiaries of government schools. Regarding the study area, the study was delimited to selected primary schools of Adama wereda. Adama woreda is selected because of two reasons. The first one is that the problem on teachers' job satisfaction is highly observed in this wereda due to teachers leave their profession, studying another profession, low students' performance, absenteeism, dropouts and high repeaters rate; having these all problems, no research was done in the woreda, to see on what level the teachers' job satisfaction is? The second one is the researcher is the colleague with cluster supervisors, teachers, school principals and wereda education officers, where he has been working as a principal in one of secondary schools in Adama wereda. This helped the researcher to obtain easily the relevant information. The study also conceptually delimited to assess the efforts of instructional leaders to point out limitations on teachers' satisfaction on their job which is the current challenge of the teaching learning process, so as to assist teachers to increase the level of satisfaction on their job. The sample populations of the study are teachers, principals, teachers' development units, cluster supervisors, and educational officers of Adama woreda.

1.6. Limitation of the Study

Time constraint due to the load of regular work, uncooperativeness of respondents in filling the questionnaires and return on time were some of the problems encountered while conducting this study. Initially it was difficult to collect all the questionnaires as planned. In addition, some sampled schools were inaccessible for transportation. Furthermore, members of Woreda education officers and Principals were always too busy, working out of office for several reasons. However the researcher was confronting with limitations and come up with the study

1.7. Significance of the Study

The finding of this research benefits primarily the students, who are the direct products of the teachers', teachers themselves, parents, educational administrators, the society and the entire country at large. So it helps to create awareness of the main causes that affect the level of teachers' job satisfaction, may serve as input to enhance the teaching learning process, and may contribute for encouragement of teachers. In the same condition teachers

would be benefited by identifying and addressing their problems to the concerning bodies until they increase the level of satisfaction with their job. The investigation of teacher's job satisfaction will help policy makers, planners, stakeholders, education sector and school administration to attain the current status of teachers' job satisfaction and school performance based on the current challenges to the education. Then the researcher will recommend them the way to improve the revealed problems in Adama woreda government primary schools in particular, and the study will help to ensure the quality and efficiency of education in general. It also may help to attract the qualified and committed teachers by excelling teacher's job satisfaction in government schools of the woreda. Finally this study may serve as stepping stone for other researchers for further investigation both in primary and secondary schools in the country.

1.8. Operational Definitions of Key Terms

Cluster schools: the group of schools in one neighboring villages or part of town.

Completion rate: the percentage of first year entrants in a cycle of education surviving to the end of the cycle at Adama woreda government schools.

Instructional Supervision: Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers, and unit leaders).

Kebele: administrative divisions under woreda which comprises small villages.

Oromiya: one of regional estates in Ethiopia.

Primary School: Schools that provide primary education for eight years (1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training.

Primary source: the original or the first hand source of data.

Region: the biggest division of federal estates of Ethiopia.

Repetition Rate: the proportion of students who enroll in the same grade/year more than once to the total number of students enrolled in that grade/year during the previous year at Adama woreda government schools.

Woreda: administrative divisions under zonal level which comprises kebeles.

Zone: administrative divisions under the regional estates which comprises of woredas.

1.9. Organization of the study

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, research questions, objectives of the study, significance, scope, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research methodology; chapter four deals with data presentation analysis and interpretation. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendices are also parts of this paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

The main objective of the study was to assess the level of teachers' job satisfaction in selected primary schools of Adama Woreda. Thus this chapter deals with reviewing the literature of different scholars related to the topic and objectives of the study.

2.1. Concepts of teachers' job satisfaction.

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

In other hand many workers are in even the least high-status jobs. That is, they simply like what they do. In any case, job satisfaction is as an individual as one's feeling or state of mind. The most widely accepted of job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Sergio, 2014). According to Locke as cited in Lawrence (2011) job satisfaction is defined as the degree of pleasure or positive affect that an employee has toward his or her job. It can also be aspect which refers to how an employee's feels about specific aspect of the job. In an employee is satisfied with most aspects of the job, he/she will be generally satisfied with his/her job, even though he/she might dislike some aspects of it (PSU WC, 2013). There are two types of job satisfaction based on the level of employees feeling regarding their jobs. The first and the most studied is global job satisfaction, which refers to employees' overall feeling about their jobs. 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 coworker (Mueller and Kim, 2008). Bermistein and Nash (2008)

proposed that a cognitive, a behavioral, and emotional components together produce job satisfaction. The cognitive components of job satisfaction consists of how individuals perceive their jobs, it is a belief that he/she has about the job. The behavioral component of job satisfaction consists of individuals' inherent predispositions towards their job. Behavioral components could include a person's affect and a general attitude towards others and work in general. It considers how a person acts reference to his/her job. Finally the emotional components of job satisfaction consist of how a person feels his/her job, i.e. liking or disliking of a job.

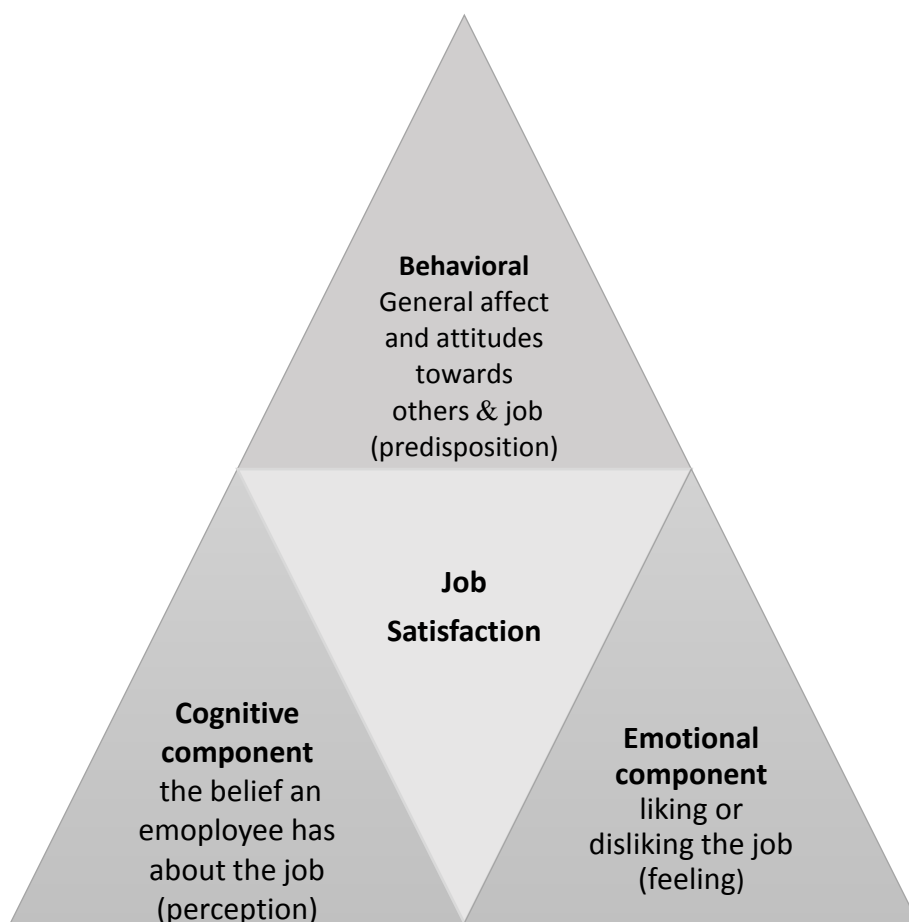


Figure 1: components of job satisfaction according to Bernstein and Nash (2008).

Source: (Tesfaye, 2014)

In the literature the terms employees' motivation and job satisfaction are used interchangeably, and high job satisfaction is directly tied to high motivation and vice

versa. The more satisfied content employees feel in a particular job role, the more motivated employees are to manage job responsibilities effectively (Tesfaye, 2014).

As the researchers' view, the level of satisfaction is also affected by the employees' perception about him self. If an individual employee put himself as if he/she is above all, then he/she undermines everything which is provided to him/her. At this moment whatever situation may not satisfy him/her in any circumstance.

However, the concepts of motivation and job satisfaction are often confused with one another. Job satisfaction is one part of the motivational in such a way that it is the consequence of rewards and punishment associated with past experiences (parasad, 2007). The above review indicates that motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. In relation to this Guddisa (2012) Citing Carr (2005) say motivation is the consequence of expectations of the future while job satisfaction is a consequence of past events. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job which indicates high job satisfaction. Infinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, suppleness, commitment, enthusiasm, focus, passion, and general performance and contribution to organizational objectives and goals. Therefore, the relationship between motivation and job satisfaction which is a mutual beneficial concept, that one affects the other, as well as the employee exists in an organization; the two concepts also exist in practice in any organization (tesfaye, 2014).

Teachers are always regarded as a powerful source in schools; however, teacher job satisfaction is rarely considered (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker & Loadman, 1996; Harris, Kazey, & Leichenko, 1991; Harris, 1992) and the commitment to the teaching organization (Klecker & Loadman, 1996; Shin & Reyes, 1991; Kushman, 1992). Teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker, & Whitener, 1997).

Job satisfaction is a multi-faceted concept, composed of a range of factors related to a job. As Mercer (1997) pointed out, job satisfaction is an affective reaction to an individual's work (Gerrett, 1999; Perie, Baker, and Whitener, 1997). It can be viewed as either an overall feeling or some specific facets about one's work, and can be tied to outcomes as well (Perie, Baker, and Whitener, 1997; Rice, Gentile, and McFarlin, 1991; Hevin, 2005). Teacher job satisfaction, which is linked to teachers' work performance, includes teachers' involvement, commitment, and motivation to the job (Satgent & Hannum, 2005). It is not only important for teachers, but empirically influential on students and schools in general. According to Choy et al.'s research (1993), highly satisfied teachers, rather than their dissatisfied counterparts, are more likely to remain in their schools and keep on working in their teaching positions (Perie, Baker, and Whitener, 1997). Therefore, understanding teacher job satisfaction is helpful for, although not the sole factor accounting for, teacher retention.

According to the National Center for Education Statistics (NCES, 1997), both intrinsic and extrinsic factors have effects on teacher job satisfaction. Intrinsic factors, such as classroom activities, student characteristics, and perceptions of teacher control over the class, play a vital role in teachers' motivation (Lee, Dedrick, and Smith, 1991). Extrinsic factors, including salary, school safety, perceived support from administrators, availability of school resources, and relationship to others, influence teachers' satisfaction and performance as well (Bobbitt et al., 1994; Choy et al., 1993). Besides, school sector and size which are linked to school quality, also affect teachers' quality and satisfaction (Ingersoll & Alsalam, 1996; Lee, 1991). Results from some researches demonstrate that salary and benefits are slightly or even unrelated to teachers' retention (NCES, 1997).

Marlow et al. (1996) conducted research in the Northwestern United States to examine the reasons for teachers' leaving, with specific focus on students (e.g. student discipline, motivation and attitude), emotional factors (e.g. lack of fulfillment, boredom, stress, and frustration), social respect, administrative and family support, working conditions, and salary. Their research showed that factors of students, social respect, working conditions and emotional aspects ranked highest as the reasons for teachers' leaving. Klecker & Loadman (1996) explored the relationship between teacher empowerment and teacher job satisfaction, taking into account salary, opportunities for advancement, and degree of challenge of the job, autonomy, general working conditions, interaction with colleagues,

and interaction with students. With respect to job satisfaction, teachers were most satisfied with interaction with students, yet least satisfied with working conditions.

Here as the researchers' view one thing should not be forgotten is the teachers' attitude about his/her profession. Some teachers may disgrace their profession, and be unhappy by being a teacher. In this situation, what ever positive reinforcement may not satisfy a teacher in his job accomplishment.

More recently, according to Xiao & Li (2003), teachers in urban areas in China tended to feel less satisfied with their salary, but more satisfied with their job security, working environment, and self-accomplishment. Meng (2004) analyzed the difficulties of retaining teachers in public high schools, and he suggested that low salary and few benefits, job stress, lack of self-fulfillment, and familial factors (e.g. time to spend with family members, care for children's education, etc.) accounted for teachers leaving.

Sargent & Hannum (2005) conducted an in-depth research on teacher job satisfaction in rural Northwest China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt less satisfied. Furthermore, economic development was negatively connected with teacher job satisfaction.

Liu & Tu (2005) conducted research in rural areas in Middle China, and they reported that the most negative factors that demolished teacher satisfaction were low salary, heavy duty, few opportunities of training and development, and difficulty to advance in teacher ranking.

For several reasons, teacher job satisfaction has always been an important issue in empirical pedagogical research: First, job satisfaction is considered to have an effect on the quality of teaching and on the school achievement of pupils (e.g. Somech and Drach-Zahavy 2000; Nabi 1995; Menlo and Poppleton 1990). Second, it has been found to predict withdrawal cognition and may therefore be seen as an important aspect in maintaining the stability of the teaching staff. (Lam, Foong and Moo 1995; Hall, Pearson and Carroll 1992), And third, teacher job satisfaction is supposed to contribute to the quality of teacher work-life, making their professional experience an element of psychological health, personal fulfillment and growth (Menlo and Poppleton 1990).

While teacher job satisfaction in general has attracted a broad range of pedagogical research, only little attention has been paid to teacher job satisfaction in developing countries. However, it seems clear that teacher job satisfaction in developing countries might be influenced by factors that are different from those affecting teacher job satisfaction in developed countries, where most of the teacher job satisfaction research has been carried out. For instance, questions of basic educational infrastructure or teacher salaries could play a higher role in countries where education may happen under a tree, and where many teachers can hardly afford their living and may need second and third jobs to cover the basic needs of their families. Indeed, existing literature on teacher job satisfaction in developing countries, and specifically in Africa, generally suggests a stronger emphasis on monetary aspects and, perhaps more surprisingly, on teachers' family surroundings (Chivore, 1988, Abangma, 1981, Banya and Elu, 1997, and Postlethwaite 1998).

The more theoretical part of the literature by educational scientists draws from the general concepts of motivation and job satisfaction typically developed in the context of the theory of organization. Apart from Maslow's (1954) well known hierarchy of needs which, in our context, also stresses the relevance of a separate analysis of teacher job satisfaction for developing countries, the most common basis of theoretical analysis is Herzberg's (1968) famous two-factor model and extensions thereof. Moreover, the general concepts of job satisfaction have been questioned in terms of their applicability to the field of teacher work (Nias, 1981, Evans, 1997).

Barnabé and Burns (1994), stated that teaching differs from other professions regarding several aspects: the job is mostly carried out isolated from other adults, and teachers are also isolated when preparing lessons. So, teachers might be different from other workforce because they spend most of their time either working alone or together with pupils. Wittmann (2002) and Garrett (1999) provide interesting literature reviews of job satisfaction and motivation theory with respect to teachers and schools.

2.2. Theories of Job Satisfaction and Motivation

Employee's job satisfaction and motivation can be studied through several broad approaches, but in this study the researcher chose the most common ones such as content

or need based theories, process theories and reinforcement theories to review as a part of literature to support the study.

2.2.1. Need-based approach or content theory

There might be several factors to influence a person's desire to perform work or behave in a certain way. The need-based theories explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual and answer the question of what energize human behavior. The three most popular content theories of motivation are: Maslow's hierarchy of needs, Herzberg's two factor theories and Aldermen's existence related growth (ERG) theory (Fred and Allan, 2008). For the sake of the study the researcher focuses on two of them namely, Maslow's hierarchy of needs and Herzberg's two factors theory.

2.2.1.1. Abraham Maslow's hierarchy of needs

Abraham Maslow's need based theory of motivation is the most widely accepted theory of human needs in hierarchy and perhaps the most referenced of the content theories (Samuel and Travis, 2010)

This theory has two assumptions: the first assumption is, each person's need depend on what he already has, and only needs yet not satisfied can influence behavior. A satisfied need cannot influence behavior. The second assumption was needs are arranged in hierarchy of importance, once a need is satisfied, it is no longer a need and another need emerges and demands satisfaction (Nirmal, 2004). According to this theory a person has five fundamental needs such as, physiological, security, affiliation, esteem and self actualization (Fred and Allan, 2008). The physiological need includes play, food, shelter and clothing; the security need comprises the need for safety, protection against danger, avoidance of anxiety; affiliation need includes being loved, accepted, part of a group, friendship etc. Whereas an esteem need encompasses the need for recognition, self respect achievement, autonomy, independence etc. Finally self actualization need which is the highest in the level of Maslow's need theory includes realizing one's full potential of self development.

The Maslow's hierarchy of needs might be practiced in Organizations like schools in a way such as providing basic salary, and comfortable work conditions etc as physiological needs. Facilitating safe working conditions, fair rule and regulations of job security, positions, insurance plans and salary increments can be listed under security needs. The affiliation needs can also include, providing opportunity for teamwork, following group norms, employee centered supervision and sponsoring group activities like sport, self esteem needs through recognition and award programs. In addition emphasizing employees good work in different articles in the newsletters of the local areas or the country, giving promotion and other prestigious job titles and self actualization, inviting employees to participate in planning job designs, creating opportunities that capitalize on employee's unique skills and relaxing structure to ensure employee's personal growth and development. Therefore Abraham Maslow's need-based theory of motivation and job satisfaction in school context simply imply that teachers have different levels of internal needs, so the educational administrators and concerned stakeholders should understand what teachers need and be able to motivate them to be satisfied on their job that makes the schools more effective and efficient. In general, Maslow connects the creation of the existence of teachers' sense of satisfaction with the maintenance of the classified needs.

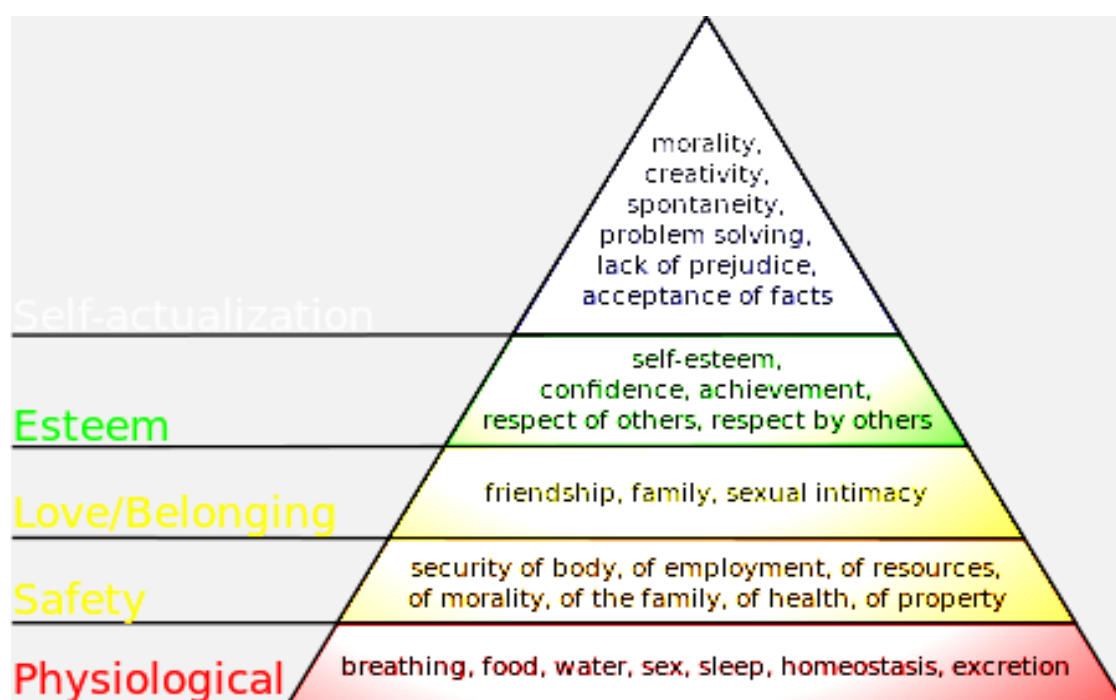


Figure 2: Abraham Maslow's hierarchy of needs theory

2.2.1.2. Herzberg's two factor theory

Herzberg, Mausner and Snyderman's two factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. The outcome of their study showed that the factors lead to job satisfaction at present are not the same factors that lead to dissatisfaction when absent.(Fred and Allan, 2008). Thus, they saw job satisfaction and dissatisfaction as independent or two end continuum.

The environmental factors which are external environment that causes employees to be satisfied as hygiene factors. The presence of these factors according to Herzberg et al, does not cause satisfaction rather they are preventing job satisfaction. These factors must be present and satisfied before motivation; otherwise motivation will not be effective. Therefore they are perceived as necessary but not sufficient conditions for the satisfaction of workers and it may ensure that employees will perform at minimum level. The hygiene factors are: organization policy and administration, technical supervision, salary, interpersonal relationship, work conditions, job security, personal life, and status that associate with job content. To the other end or continuum factors like achievement, recognition, advancement, work itself, personal growth, and responsibility considered as the motivating or satisfying factors. Employees are motivated to work only when job satisfiers or motivators are present in the work situation. Motivators are job centered which are necessary for improvement for performance (Nirman, 2004).

When we apply these concepts to education, we can see that school improvement depends on the improvement of teachers and as well as teaching. If we want to make schools more effective, we have to focus on ways to increase teacher's motivation; and capabilities. From this theory point of views the researcher can accommodate what factors satisfy or motivate and dissatisfy or as a hygiene factors for teachers in the school. To this end the theories to find out the intrinsic and extrinsic factors of teachers job satisfaction are the following.

2.2.2. Process theories

The content theories of motivation attempt to identify what motivates employees in the work place on the other hand; on the other hand the process theories more concerned with how motivation occurs, i.e. it explains the process of motivation (Fred and Allan, 2008). Under the process theory there are two main parts, namely equity theory and the expectancy theory. In this study the researcher focuses on both the two sub theories.

2.2.2.1. Equity theory

Equity theory is a theory attempts to explain relational satisfaction in terms of perceptions of fair or unfair distribution of resources within interpersonal relationships. John Stacey Adams, the first developer of equity theory asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief people value the treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization (Boundless, 2013). As boundless stated, equity theory proposes that individuals who perceive themselves as either under-rewarded or over-rewarded will experience distress and that this distress leads to efforts to restore equity within the relationship.

In any position, an employee wants to feel that their contributions and work performance are being rewarded with their pay. If an employee feels underpaid then it will result in the employee feeling hostile towards the organization and perhaps their co-workers, which may result in the employee not performing at work anymore (Tsfaye, 2014). The research by McKenna (2000) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of job satisfaction. According to Kaila (2007) rewards perceived as equitable should have positive results on job satisfaction and performance, those rewards perceived inequitable may create job dissatisfaction and cause performance problems.

2.2.2.2. Expectancy theory

According to Lewis, expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The principle of this theory is that a person's job satisfaction can be depended on two factors: the relationship between effort and performance, and the desirability of various work outcomes that are associated with deferent performance level. This theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's efforts, performance and the desirability consequences associated with job performance (Fred and Allan, 2008). From the sense of this theory it can be easily understood that it implies; the smaller the gap between these two, the more chance teachers satisfied with their job.

2.2.3. Reinforcement theories

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

To conclude different theories of job satisfaction elaborated above with the intention of shading light and explaining what and how people find satisfaction and fulfillment with their occupations. The Maslow's hierarchy of needs and Herzberg's two factors theories of job satisfaction explain what motivates, satisfies or dissatisfies and energizes teachers at school as well as the internal and external factors that activate or deactivate teachers' job satisfaction. On the other hand Equity and Expectancy theory of job satisfaction attribute to the effects of cognitive and perceptual process on objectives of teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the process and link between effort and teachers' needs satisfaction and school performance, determine what outcome teacher's value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair (Fred and Allan, 2008).

The emergence of these theories expresses the thought that jobs are perceived as not only a means of earning living, but also as an important extension of persons' identity and happiness. It is also observed that people who have a high level of job satisfaction tend to be more productive and become successful in their chosen carriers (Tesfaye, 2014).

2.3. The importance of Teachers' job satisfaction for effective school performance.

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

Teacher's motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment, teachers' interest in student discipline and control particularly in the classroom (Muhammad and et al, 2012). Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Professional knowledge, skills, and competencies can be seen when one is participating and mastering challenging tasks directed at educational success and performance (Filak and Sheldon, 2003). In this context if teachers have not been satisfied and motivated on their job, educational system with school performance indicators may face a problem or fail. Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2006).

From this it can be proved that, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom particular and in the

entire school in general. Therefore, needs satisfaction and motivation to work are very essential in the lives of teachers, because they form the fundamental reason for working in life; while almost every teacher works in order to satisfy his or her needs in life. He or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of teachers to do a better job enthusiastically with higher performance and higher achievement of students in order to meet the educational goals of schools in particular and of the country in general.

2.4. The relationship between Teachers' Job Satisfaction and School Performance

The link between job satisfaction and performance has controversial issues on the presence, strength, and flow of the variables. Concerning those issues different literatures assessed and presented as follows. Fred and Allan, (2008) and Cecil et al (1980) stated that the number of research efforts investigating the expectancy theory in educational organizations forwarded different reports, one of its finding was a significant relationship exists between motivations and job satisfaction and performance for a sample of secondary and higher education teachers.

Other studies have shown that there is a correlation between job satisfaction and performance, turnover and absenteeism. A correlation indicates that there is a relationship between these variables, however it does not explain either, caused the relationship (Steinberg, 2008). Motivation is expected to have a positive effect on quality performance; employees who are characterized by a high level of motivation show a higher work and life satisfaction (Gudisa, 2012). Teachers who are satisfied with their jobs are crucial to efficiency, productivity, and high quality of goods and services that schools provide. The other views on the strength of the association between job satisfaction and performance is as Sergio (2014) citing Jones (2006) suggested that there is a positive weak or slightly significant connection between job satisfaction and job performance, on the other hand other researchers Saari and Judge (2004) investigated that there is strong connection between performance and satisfaction. The relationship increases for difficult jobs than for less difficult jobs. Strong correlation exist between job satisfaction and performance; job satisfaction and turnover, absenteeism and tardiness (Johns, 1997).

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

According to Pearson (2010), there are various alternative correlations between predictor and outcome. Some of them are reverse where job performance causes an increase in job satisfaction, reciprocal where the two variables cause each other. The direction of correlation may vary due to the common causal variables which are not part of the research but it causes the predictor and outcome variable, external variables that cause the outcomes but not the predictor, and mediating variables caused by predictor that causes outcome variable. From this literature we could observe that there is relationship between performance and job satisfaction; however there are contradictory ideas on the strength and flow, either of the two is predictor or criterion variable.

2.5. Factors affecting Teachers' Job Satisfaction

In today's competitive environment organizations thrive and survive on their human resources. It can be realized that most employees recognize that the way they feel about the work and their job is affected by a number of factors. Realizing organizational and individual goals that in turn greatly depends on individual's self-motivation and job satisfaction is a key factor. Different scholars categorize factors affecting job satisfaction in deferent ways. Some of them are: financial and non-financial factors, others based on the characteristics like personal, work and organizational characteristics. Guddisa (2012)

Citing Sakar (2009), organizational management uses financial and non-financial motivation to motivate its employees.

Abraham Maslow's connects the creation of the existence of people's sense of satisfaction with the maintenance of the classified needs. These are physiological needs, security, affiliation, self esteem and self actualization needs. Herzberg's two factor theory also categorizes those factors in to motivating or intrinsic and hygiene or extrinsic factors, for the study will be considered. Motivators or satisfiers are those factors that provide positive responsibility, learning opportunities, recognition, achievement, advancement, and growth.

Whereas the hygiene factors are related to the work environment and include organization policies, supervision, salary, interpersonal relations and working conditions are also called extrinsic factors. Hence the absence of those factors cause feelings of dissatisfaction, whereas its presence do not generally cause feeling of satisfaction (Fred and Allan, 2008). Others classify in to organization policies, nature of job related and personal characteristics related (Kaila, 2007). Each of these factors figures in to an individual's job satisfaction differently. According to Syptak, Marsland, and Ulmer (1999), there are numerous aspects of a job that an organization can manage to increase satisfaction in the workplace, such as:

Leadership Style: The first and the foremost determinant of job satisfaction in schools is the leadership style of the school. Under this the overall administration and instructional supervision takes the lion share. Studies have revealed that the leadership styles exhibited by principal in school have a marked effect upon the job satisfaction of the staff (Boggler, 2001). As much as it is logical to think that leadership styles and teachers' job satisfaction affect the school performance. In addition Kaila (2007) stated that satisfaction tends to be high when people believe their leaders are competent, have their best interest in mind and treat them with dignity and respect. Teachers' job satisfaction as a variable serves as a moderating variable between a principal's leadership style and the school organizational health. Again as Tony and David (2005) stated the ability and the strategies to motivate, to develop staff morale and to try to ensure job satisfaction is central to the leader's role in raising performance. Moreover Molineus (2004) and as cited in Admasu (2007) states that no one likes to work for the boss who is incompetent. From this it can be concluded that the best school leaders are those who are capable of what they are doing and able to convince the teacher and other workers in school in order to get job done willingly, and they are friendly and pleasant to work with employees.

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

Salary, incentive pay and fringe benefits: Making sure employee salary and benefits are comparable to other organization salaries and benefits will help to raise satisfaction. If a company wishes to produce competitive products, they must also offer competitive wages. In addition this can help to reduce turnover. As employees will often be more satisfied when paid competitive wages as opposed to being underpaid (Tesfaye, 2014).

Along with wages and salaries, many organizations offer incentive pay and fringe benefits. This pay and benefits specifically designed to energize, direct or control employees' behavior, since incentive pay is linked to particular outcomes behavior the organization encourages employees to demonstrate those chosen outcomes and or behaviors (Neo et al, 2014). Furthermore Dessler (2001) stated that yet even with all our more modern motivation techniques like job enrichment, there is no doubt that money is still the most important motivator. Salary which is payment for employees on the basis of time they put in job contributes fundamental changes in motivation and job satisfaction.

Interpersonal or social relations: Allowing employees to develop a social aspect to their job may increase satisfaction as well as develop a sense of teamwork. Co-worker relationships may also benefit the organization as a whole; given that, teamwork as a very important aspect of organization productivity and success. Moreover, when people are allowed to develop work relationships, they care more pulling their own weight and not letting co-workers down (Tesfaye, 2014).

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

Moreover Kaila (2007) stated that job satisfaction is reduced by overcrowded, dark, and noisy environments.

Achievement: Making sure employees are in the proper positions to utilize their talents may enhance satisfaction. When employees are in the proper role and feel a sense of achievement, challenges and their talents will be in line with the goals best suited for them (Tesfaye, 2014).

Recognition: The employees' job satisfaction can be increased by acknowledging a job well-done by them. When a teacher do something different and better than ordinary day to day activities, or doing his/her duties accordingly on time and complete, he/she definitely needs acknowledgements from simple thanks to some other recognitions. Positive and constructive feed-back boosts an employee's moral and keeps them working in the right direction.

Autonomy: If we give employees the freedom of ownership on their work, it may help them to raise job satisfaction. Job satisfaction may result when individuals surely know that they are responsible for the outcome of their work.

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

Job Security: Especially in times of economic uncertainty job security is one of the prominent factors in determining an employee's job satisfaction. Giving employees the assurance that their job is secured will most likely increase job satisfaction (Tesfaye, 2014).

Work life balance practices: In the times where the average household is changing, it is becoming more important for an employer to recognize balancing act that its employees perform between their personal life and work life. Policies that respond to to common personal and family needs can be essential to maintaining job satisfaction. According to Kaila (2007) the more people are satisfied with their lives unrelated with their job, the more they also tend to be satisfied. Based on the deferent views of scholars the researcher classifies the factors affecting teachers' job satisfaction in selected primary schools of

Adama Woreda as follows: leadership styles, organizational policies, salary, incentive pay and fringe benefits, interpersonal or social relations, working condition, achievement, recognition, autonomy, advancement, job security, work life balance practices and finally school performance achievement. As we can see from the diagram below the conceptual frame work of the study can be laid out as follow.

3. Conceptual Frame Work

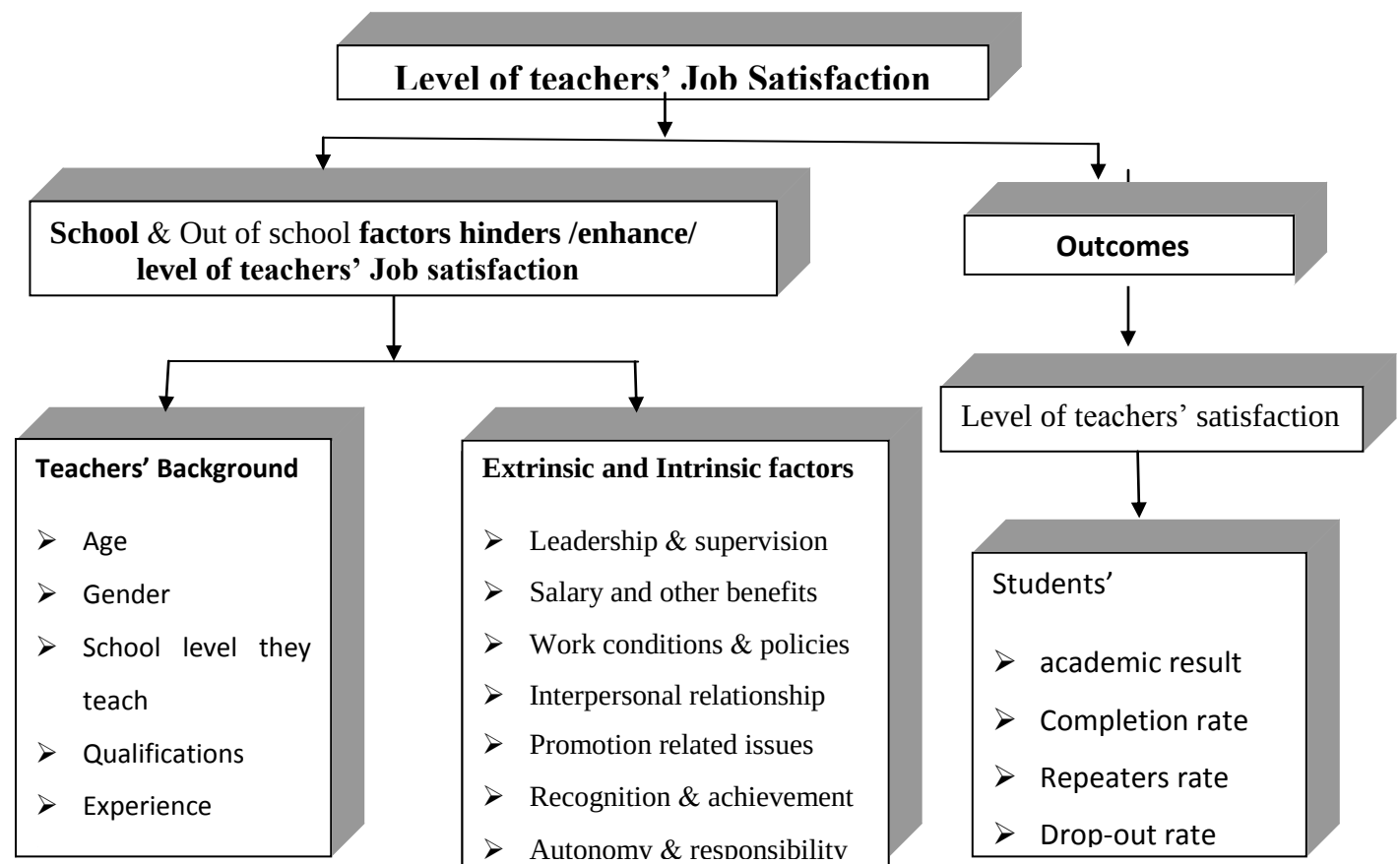


Figure 3: conceptual frame work of the study

From the conceptual frame work of the study we can see that factors affecting teachers' job satisfaction can be seen under two categories. The first category shows the teachers background such as age, gender, school level they teach, qualifications, experience they have, career structure, individual interest and the second category includes Extrinsic and Intrinsic factors such as Leadership & supervision, Salary and benefits, Work conditions & policies, Interpersonal relationship, Recognition & Achievement, Autonomy & responsibility. The effects of these factors are also listed under the category of outcome.

The immediate effect of the above mentioned factors will be the teacher's satisfaction or dissatisfaction. Positive occurrence of the factors can make teachers satisfied; and negative occurrence of the factors will make teachers dissatisfied on their job. Students' academic result, completion rate, repeaters rate and dropout rates are highly affected by teacher's satisfaction negatively or positively. When teachers are satisfied, the effects on students will be positive; and, when teachers are not satisfied, the effect on the students will be negative.

So the above table shows the main conceptual frame work for the study in relation with the fulfillment of teacher's satisfaction on their job.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The major purpose of the study was to investigate the level of teachers' job satisfaction in selected government primary schools of Adama Woreda. Particularly descriptive survey research design was employed with the assumption that it might be helpful to obtain sufficient information from large number of respondents and to describe the prevailing in-school factors and opinions related to the level of teachers' job satisfaction. It also helped to draw valid general conclusions.

3.2. Source of Data

The sources of data in this study were both primary and secondary. Quantitative Primary data was obtained from teachers, principals, and supervisors. Moreover the qualitative primary data was collected from supervisors and woreda officers. Because these responsible bodies who are currently leading the teaching and learning process might have good reflection on the level of teacher's job satisfaction. Two focus group discussions were held with 5 cluster supervisors and 6 wereda education officers. The secondary data obtained from internet, websites, and annual reports of Adama Woreda education office.

3.3. The Study Site

The study was conducted in Adama Woreda, one of the administrative weredas of East shoa Zone in Oromiya Regional Estate. Adama woreda is bordered by Boset woreda in the east, Fentale woreda in the north, Lume and Liben Ziquala wereda in the west and Arsi Zone in the south. It is purposively selected among other weredas of the East Shoa Zone, because of proximity to the researcher to obtain relevant and tangible information in more detailed way than having many weredas which makes the research more general. As the number of weredas increase, the relevancy of data and tangibility of the study would have been under question, because of inadequate situations facing the researcher, such as transport, finance, and time etc. during collection of realistic data to address all the sample wereda due to problems from distant and scattered populations.

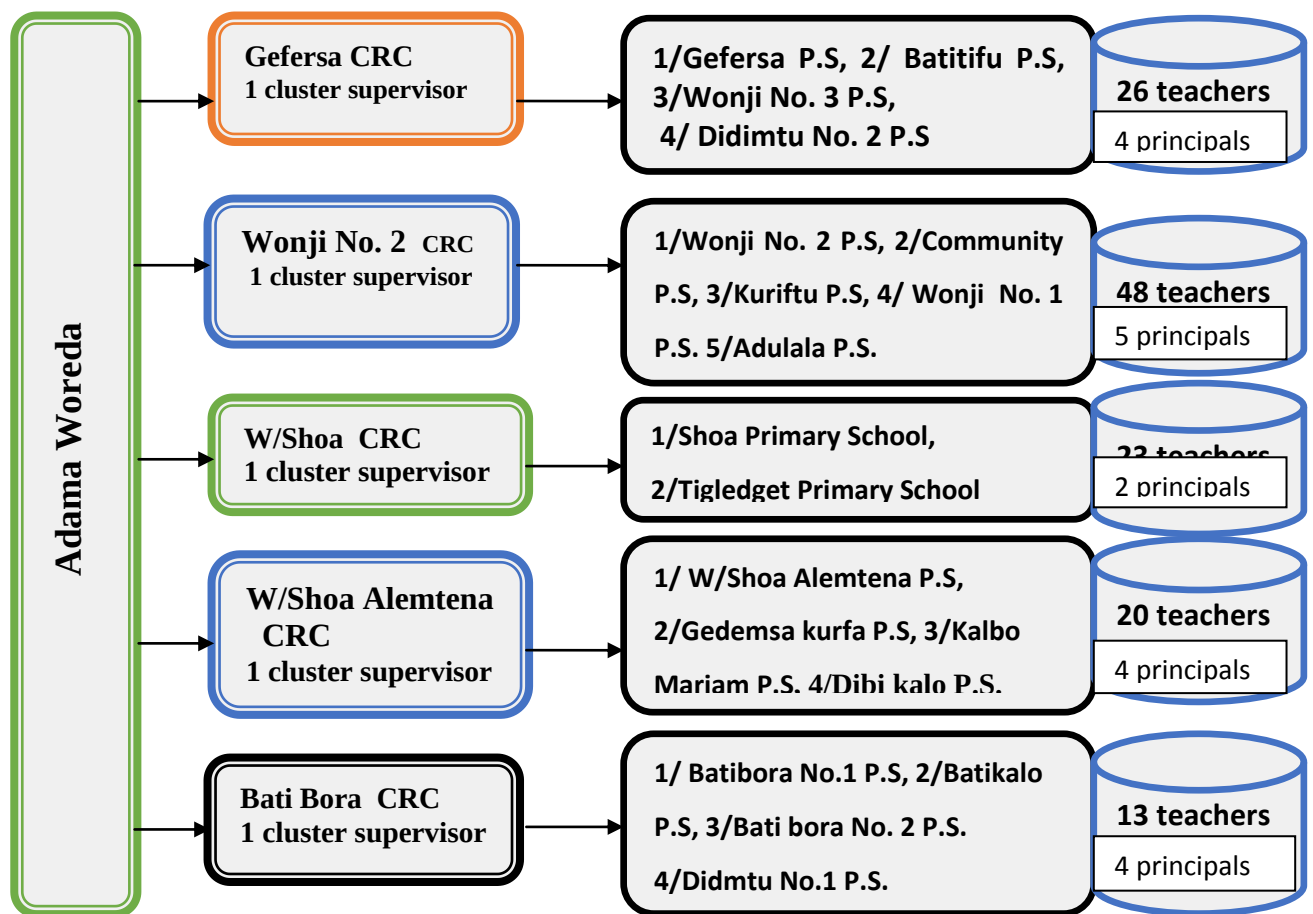
3.4. Target population

Adama woreda has 63 primary schools, among these, 19 schools (30.16%) were selected for this study by using simple random sampling technique. Thus, 134 teachers, 19 principals, 5 supervisors, and 3 wereda education officers, and 3 TPA officers were the target of the population.

3.5. Sample Size and Sampling Technique

Moreover, the manageable number of population which are; 19 schools among 63, 139 teachers among 258 were randomly selected by using simple random sampling method. 19 principals, 5 supervisors, 3 teachers' association officer, and 3 education office expertise of the study make the researcher to employ availability and proportionality sampling techniques.

Figure 4: the Summary of Sample Schools and teachers at Each Cluster:



As we can see from above summary, the researcher selected 5 clusters (groups of schools) among 15 clusters in the woreda which is 30%. Eventhough there were many standards to select the sample size of the population, the researcher based on standard suggested by Kothari. As kothari stated, survey-type research studies usually have larger samples, because the percentage of responses generally happens to be low, as low as 20% to 30% Kothari (2004:20). Each cluster comprises of schools more than 2. The selection of clusters was not random. The selection was based on the geographical location of the clusters in the woreda. The researcher tried to select clusters from northern, southern, eastern, and western parts of the woreda to touch all parts of the woreda in the study. As it is shown in the summary, the number of schools selected is 19. All the schools and the school principals in selected clusters were taken. In most schools half of the teachers were taken, in some very few schools all of the teachers were taken as sample size to make the study more sensitive to address the problem. All the cluster-supervisors in selected clusters were taken, and in the woreda office level, 3 officers from WEO, and 3 officers from TPA were taken as sample size. Because of these reasons the researcher used the simple random and availability sampling techniques.

Table1: Summary of sample clusters, Schools and teachers Selected from
Each Schools and sampling Techniques

Wereda	Sample Clusters	Sample Schools	Total teachers	Sample teachers	%	Sampling techniques
Adama wereda	Gefersa Cluster	1. Gefersa Primary school	30	15	50	Simpl Random Sampling
		2. Batitifu Primary school	8	4	50	SR Sampling
		3. Wonji No. 3 primary school	10	5	50	SR Sampling
		4. Didimtu No. 2 Primary school	4	4	100	Availability
		Sub Total	52	28	53.8	SR Sampling
	Wonji No.2. Cluster Schools	1. Wonji No. 2 Primary school	31	16	52	SR Sampling
		2. Community Primary school	19	10	53	SR Sampling
		3. Kuriftu Primary school	25	13	52	SR Sampling
		4. Wonji No. 1 primary school	12	6	50	SR Sampling
		5. Adulala boku Primary school	9	5	56	SR Sampling
		Sub Total	96	50	52	SR Sampling
	W/Shoa Cluster Schools	1. Shoa Primary School	32	16	50	SR Sampling
		2. Tigledget Primary School	13	7	54	SR Sampling
		Sub Total	45	23	51	SR Sampling
	W/Shoa Alemtena Cluster Schools	1. W/Shoa Alemtena Primary	18	9	50	SR Sampling
		2. Gedemsa kurfa Primary school	8	4	50	SR Sampling
		3. Kalbo Mariam Primary school	10	5	50	SR Sampling
		4. Dibi kalo Primary school	3	3	100	Availability
		Sub Total	39	21	53	SR Sampling
	Batibora Cluster Schools	1. Batibora No.1 Primary school	11	6	50	SR Sampling
		2. Batikalo Primary school	8	4	50	SR Sampling
		3. Bati bora No. 2 Primary school	5	5	100	Availability
		4. Didmtu No.1 Primary school	2	2	100	Availability
		Sub Total	26	17	65	SR Sampling
		Grand Total	258	139	54	SR Sampling

Total Sample teachers =139, Sampling technique = simple random and availability

Table 2: Summary of population, Sample size, and Sampling techniques**Source: Adamaa Woreda Education office Annual report archive 2007 E.C.**

No.	Type of respondents	Population size	Sample size	%	Sampling technique
1	Adama Woreda education officers	5	3	60	Simple random sampling
2	Adama woreda teachers' professional Association officers	5	3	60	Simple random sampling
3	Cluster Supervisors	5	5	100	Availability *
4	Primary school principals	19	19	100	Availability*
5	Teachers	258	139	54	Simple random sampling
	Total	292	169	57.8	Simple random sampling

3.6. Data Gathering Tools

Questionnaire, interview and FGD were used as data collecting instruments. In addition, the researcher investigated relevant reference books; research findings, internet sources and Woreda annual report archives to support the findings of the study.

3.6.1. Questionnaires

The researcher used questionnaires to collect data from teacher, school principals and cluster supervisors respondents. Questionnaires were believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English language and translated to Affan oromo and Amharic language and distributed to supervisors; school principals and teacher participants accordingly with the assumption that to make it more clear for all in the language they could understand. Questionnaires were distributed to 163 respondents and 158 copies were returned back. The return rate of questionnaire was 134 copies from teachers, 19 copies from principals, 5 copies from cluster supervisors.

In this study, two sets of questionnaire items were used. The first sets of items deal with the general background of the respondents. The second set of questionnaire which is administered to teachers, principals and cluster supervisors. In terms of content, the second set of questionnaires have 61

items. The first section have 5 items on background information of the respondents and the second section on issues related to the level of teachers' job satisfaction, consists of three basic research questions, with focus on identification of the level of teachers' job satisfaction which has 6 sub categories which were touching the level of teachers' job satisfaction such as leadership, supervision and recognition; identifying main causes for the level of teachers' job satisfaction and strategies to be employed to raise teachers' job satisfaction, if the level is low . The questionnaire contains 40,11,and 10 items respectively. Therefore, for structured question items, Likert scales employed, because Likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales; 5 = Very High, 4 = High, 3 = moderate, 2 = Low, and 1 = Very Low. This one was for the first question which was divided in to six categories, asking about the level of teachers' job satisfaction for teachers alone. Principals and cluster supervisors also were asked in different way to give their opinions about the level of teachers' job satisfaction. But for the 2nd and 3rd questions, the Likert scale was changed to be as, 5 = Strongly Agree, 4 = Agree, 3 = undecided, 2 = Disagree, and 1 = Strongly Disagree, for all respondents in the same way

3.6.2. Interview

The interview was conducted in Amharic to make communication easier. Semi-structured interview was designed to gather data from Adama Woreda education Officers and teachers who are working in Woreda teachers' association office. Three WEO officers and 3 teachers working in WTA were involved in interview. The selection was based on their position to effectively describe the reality in the study area and they could have detailed information about the level of teachers' satisfaction on their job . The interview guide question set for respondents and had one part, which targeted to obtain information related to the basic research questions. Finally, interview notes were taken; summarized and translated into English.

3.6.3. Focus Group Discussions

Focus group discussion was conducted with five cluster supervisors for 4 hours in two sessions to take the advantage of collecting variety of shared understanding from these interacting individuals. Supervisors in five clusters were taken for focus group discussion because of the reasons that

among those selected respondents; Cluster supervisors were better on discussion about the level of teachers' job satisfaction as they take part on educational activities inside and outside of the schools, so they gave more inputs by discussion to develop the study. This helped the researcher to understand the situation from the facial expression of the participants in addition to questionnaire.

3.7. Procedure of Data Collection

To answer the basic research question raised, the researcher went through series of data gathering procedures. The expected relevant data were gathered by using questionnaires, focus group discussions, interviews and document analysis. In doing so, having letter of authorization from Adama Science and Technology University and Adama woreda education office for getting permission; the researcher directly went to five sample cluster school centers and principals of respective schools for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes. Then the questionnaires were administered to sample teachers, Principals and supervisors with in selected schools. The participants allowed giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

The questionnaires collected back at the right appointment. The focus group discussions were accomplished with the group incorporating cluster supervisors. The interview conducted with woreda education office and teacher's professional association officers after their consent was proved to lesson communication barriers during in depth discussion. Finally, Pilot study was conducted in Awash Melkasa Primary School for 20 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information.

Besides, the purpose of pilot testing is to make necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach's Alpha model used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated. Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998, and Daniel, 2004). The participants of the pilot test

were also taken as firsthand information about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study, so that, as the result of SPSS calculation there were no irrelevant items found to remove. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.853, which was regarded as strong correlation Coefficient by (Daniel, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. The table below was completed as soon as the pilot test was completed to indicate the computed internal reliability coefficient of the pilot test.

No.	Basic questions	No. of items	Cronbach's Alpha
1	To what extent are teachers satisfied in their job?		
I	Related with Leadership, Supervision and Recognition.	6	0.759
II	Related with Salary, incentives, fringe benefits, and work life balance.	11	0.823
III	Related with Promotion and Advancement	6	0.822
IV	School related issues	6	0.875
V	Related with Interpersonal / Social /affairs	6	0.896
VI	Related with Environment and Resources	4	0.853
2	What are the main causes for the level of teachers` job satisfaction?	10	0.881
3	What strategies can be employed to raise the level of teachers` job satisfaction?	9	0.912
	Average reliability coefficient	58	0.853

Table 3: The pilot test result of the questionnaires from SPSS Cronbach's alpha

3.8. Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the

questionnaire was checked for completion, and then were classified and tailed by the researcher himself. The characteristics of respondents was analyzed by using frequency and percentage whereas the quantitative data are analyzed by using mean scores with standard deviation. The scores of each item is statistically organized and imported in to SPSS V.16.0 to obtain Sum, Mean value and Standard deviation. The mean scores were used to interpret data gathered through questionnaire. To compare and test whether the mean scores of the three groups of respondents was statistically significant or not, one way ANOVA was used. The mean value of each item was interpreted as follows. The level of teachers' satisfaction on their job with a mean value of 0.01-2.00 as very low, 2.01-3.00 as low, 3.01-4.00 as moderate, 4.01-5.00 as high, >5.00 as very high satisfaction of teachers' on their job.

3.8.1. Quantitative Data

As regards to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. To determine the existing factors affecting the level of teachers' job satisfaction in Adama woreda primary schools, appropriate descriptive statistics such as Sum, Mean score and standard deviation were used. In addition to that, one way ANOVA and post hoc comparison compared in mathematical matrix using SPSS V.16. One way ANOVA applied to find whether there was significance deference appears among the groups of the respondents as per the basic question. Moreover the study was employed with mean score for the analysis of questionnaires. Likert scale was employed to identify to what level teachers satisfied or dissatisfied with their job, and to what level other respondents agree or disagree with the level of teachers' job satisfaction. Data obtained from document and interview also stated by narrating the information. The data obtained from questionnaires were presented, analyzed, and interpreted respectively.

3.8.2. Qualitative data

On the other hand qualitative data was gathered by interview and analyzed by narration and description. The interview was conducted to WEO officers and teachers working in WTA in Amharic to make the discussion easier. Focus group discussion was conducted with five cluster supervisors for 4 hrs, in two sessions to take the advantage of collecting variety of shared

understanding from these interacting individuals. Cluster supervisors were better on discussion about the level of teachers' job satisfaction as they take part on educational activities inside and outside of the schools.

3.9. Ethical Considerations

The purpose of the study was explained to the participants and the researcher asked their consent to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provide was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part presents the analysis and interpretation of the main data. The objective of this study was to assess the level of teachers' job satisfaction in Adama woreda government primary schools. To this end, both quantitative and qualitative data were gathered by using questionnaire, interview, and focus group discussion. The data gathered through interview was supposed to complement the quantitative data. Moreover, the focus group discussion helped to confirm the data gathered through questionnaire and interview. Questionnaire was distributed to 163 respondents and 158 copies were returned back. The return rate of questionnaire was 134 copies from teachers, 19 copies from the school principals and 5 copies from cluster supervisors were returned. In addition, six wereda officers were interviewed successfully, And focus group discussion was held with five cluster supervisors.

4.1. Demographic Characteristics of the participants

4.1.1. Characteristics of the Respondents

Table 4: The Characteristics of the Respondents

No.	Background of respondents		Respondents						Total	
			Teachers (134)		Principals (19)		(5) Cluster supervisors			
			No	%	No	%	No	%	No	%
1	Sex	Male	71	53	17	89.5	4	80	92	59.5
		Female	63	47	2	10.5	1	20	66	40.5
		Total	134	100	19	100	5	100	158	100
2	Work Experience	1 – 5 years	11	8.2	-	-	-	-	11	8.2
		6 – 10 years	45	35	1	5.3	-	-	46	29
		11 – 15 years	26	19.1	7	36.8	-	-	33	20.5
		16 – 20 years	10	7.1	2	10.5	2	40	14	8.6
		21 – 25 years	21	15.3	3	15.8	-	-	24	15
		26 - 30 years	7	5.2	2	10.5	1	20	10	6.2
		31 years & above	14	10.1	4	21.1	2	40	20	12.5
		Total	134	100	19	100	5	100	158	100
3	Educational background	Certificate	7	5.3	-	-	-	-	7	5.2
		Diploma	105	78.3	7	36.8	-	-	112	70.4
		First degree	22	16.4	12	63.2	5	100	39	24.4
		Total	134	100	19	100	5	100	158	100

As can be observed from the above table the background of the respondents with respect to sex, 71(53%) of teachers, 17(89.5%) of principals and 4(80%) of cluster supervisors were males. On the other hand 63(47%) of teachers, 1(20%) of cluster supervisors and 2(10.5%) of principals were females. From this we can easily observe that the number of male and female teachers is fair and optimal. The number of male supervisor and principals is dominant. Regarding the work experience of teachers, the majority 45(35.5%) of

teachers had work experience between 6 and 10 years, 11(8.2%) of teacher respondents were between 1-5 years experience and 26(19.1%) of them had work experience between 11 and 15 years, 10(7.1%) and 21(15.3%) of teachers had work experience of 16-20 years and 21-25 years respectively. The remaining 7(5.2%) and 14(10.1%) of teachers had the work experience of 26-30 and 31 and above respectively. Only 1(5.3%) of the principals had 6-10 years work experience, 7(36.8%) and 2(10.5%) of the principals had the work experience of 11-15 and 16-20 years respectively, 3(15.8%) and 2(10.5%) of the principals had the work experience of 21-25 and 26-30 years respectively. The remaining 4(21.1%) of the principals had the work experience of 31 years and above. Regarding the educational background of the respondents 7(5.2%) of teachers were TTI(Certificate), 105 (78.3%) of the teachers were diploma holders and the remaining 22(16.4) of the teachers were first degree holders. In case of school principals, 7(36.8%) were diploma holders and 12(63.2%) were first degree holders.

Regarding work experience, of cluster supervisors, 2(40%), 1(20%) and 2(40%) of them had 16-20, 26-30 and 31 years and above respectively. Concerning their education, all 5(100%) of them were first degree holders. From this, one can conclude that, cluster supervisors were relatively better in their educational background and work experience. Moreover, all 6(100%) interviewee of Woreda education officers and teachers working in TPA had first degree in their educational background. The aim of the above information is not to show the relevance with the teachers job satisfaction, but to preview the full information about the respondents.

4.2. Data Analysis and Interpretation

4.2.1. Specific Items on the level of teachers' job satisfaction, main causes and strategies.

I. Level of teachers' job satisfaction related with leadership, supervision and recognition

Table 5: Respondents View on the level of teachers' job satisfaction related with Leadership, Supervision and recognition

No.	Item	Respondents	Response			ANOVA (Computed F value)	F critical
			N	M	S.D		
1	What is the level of your satisfaction with the administrative support and guidance given by your instructional leaders?	Teachers	134	2.94	1.074	9.59	3.054
		Principals	19	3.74	.806		
		Supervisors	5	1.60	.548		
		Total	158	2.99	1.091		
2	What is the level of your satisfaction with recognitions given for your better performance ?	Teachers	134	2.68	.955	8.45	3.054
		Principals	19	3.37	.761		
		Supervisors	5	1.60	.548		
		Total	158	2.73	.969		
3	To what extent you are initiated to perform more and effective jobs further?	Teachers	134	2.66	.935	.346	3.054
		Principals	19	2.53	.612		
		Supervisors	5	2.40	.894		
		Total	158	2.63	.898		
4	To what extent you are satisfied with the feedback offered by your instructional leaders to fill your professional gaps.	Teachers	134	2.63	.873	2.276	3.054
		Principals	19	2.47	.841		
		Supervisors	5	1.80	1.304		
		Total	158	2.58	.890		
5	What is the level of your satisfaction by the recognition given from the society to your profession?	Teachers	134	1.85	.699	1.053	3.054
		Principals	19	1.63	.496		
		Supervisors	5	1.60	1.342		
		Total	158	1.82	.703		
6	To what extent you are satisfied with the support given by your professional association.	Teachers	134	1.63	.668	1.072	3.054
		Principals	19	1.42	.507		
		Supervisors	5	1.80	.447		
		Total mean scores	158	1.61	.647		
	Average of the table			2.39	.866		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value ($F_{critical}=3.054$), N =Sum, M =Mean score, S.D=Standard Deviation

As indicated in item 1 of table 5, the teachers were asked that, to what level they were satisfied with the administrative support and guidance of the instructional leaders in their schools. On other hand principals and cluster supervisors were also asked the same questions in different way, meaning, teachers were asked to what level they satisfied on their job, and the principals and supervisors were asked how much they agree with the teachers' satisfaction on their job. They gave their perspectives on teachers' satisfaction on the above issue. Accordingly, teachers, principals and cluster supervisors with ($M=2.94$, $SD=1.07$), ($M = 3.74$, $SD=.806$) and ($M = 1.6$, $SD=.55$) mean scores respectively indicated that teachers' satisfaction is low and instructional leaders moderately agreed with the low level of teachers' job satisfaction. This shows that they had a gap in giving administrative support and guidance to the teachers; and did not regularly give administrative support and guidance which make the teachers satisfy on their job.

On the other hand, the data collected from the interview, the WEO experts revealed that majority of instructional leaders were busy on their own routine work rather than supporting and guiding teachers, so they did not regularly guide and support teachers to be effective on their job. The computed value of one way ANOVA ('F' value 9.59) with 2 and 155 degrees of freedom and significance level of 0.05 is greater than the table value (**3.054**) as indicated from the table above, there is statistically a significant difference among the three groups of respondents. This implies that teachers were not satisfied with the administrative support and guidance of their instructional leaders, on other hand principals responded that as if they were giving proper administrative support and guidance. But the cluster supervisors confirmed that the administrative support and guidance given by the instructional leaders were unsatisfactory. Therefore, from the results of the mean score (2.99) and the data obtained from the interview, it can be implied that instructional leaders did not give proper administrative support and guidance for teachers.

With regard to item 2 of table 5, the three groups of respondents rated to what extent teachers were satisfied with the recognitions given by instructional leaders for their better job, Accordingly, teachers with ($M=2.68$, $SD=.96$), principals with ($M=3.37$, $SD=.76$) and cluster supervisors with ($M=1.60$, $SD=.55$) mean scores respectively indicated that, the instructional leaders did not give recognitions for the better job done by teachers. The

result of one way ANOVA test ($F\text{-value} = 8.45$) with 2 and 155 areas of freedom and significance level of 0.05 is greater than the table value (3.054). This indicated that there is statistically significant difference among the three groups of respondents. As it was raised during interview and focus group discussion, there were many teachers in different schools who were performing better jobs, but the recognition given by the instructional leaders is very less. During the focus group discussion cluster supervisors boldly raised that the instructional leaders should give sound recognition for the better job being done by teachers. The instructional leaders didn't give sufficient recognition for the better jobs done by teachers, because of equal period allotment with other teachers, other extra works to be done by them and lack of appropriate knowledge and skills hindered them from being able to perform effectively. Therefore, based on interview results, focus group discussion and the average mean score (2.73), it implies that, instructional leaders did not give recognitions for the better job done by teachers.

In item number 3 of the same table, respondents were asked to indicate their perspectives whether the recognition given initiated teachers to perform more and effectively. Thus, teachers, principals and cluster supervisors gave a quick response with ($M=2.66$, $SD=.935$), ($M= 2.53$, $SD= .612$) and ($M=2.40$, $SD= .894$) respectively, indicated that teachers were not initiated to perform more and effectively, because of the insufficient recognition by the instructional leaders. The result of one way ANOVA test ($F\text{-value} = .35$) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no statistically significant difference among the three groups of respondents. The woreda education officers, and teachers' development unit during interview informed that, instructional leaders did not give recognition for the better work of teachers at school level. As indicated from the WEO experts, the woreda education office were trying to offer trainings for principals and cluster supervisors on issues related with good governance, but it was not enough. Based on the responses of the respondents, it implies that, there is very less recognition for the better work done by teachers.

In item 4 of the same table, the respondents were asked to indicate their view, to what level teachers were satisfied with the feedback given by the instructional leaders to fill

their professional gaps. In this case, teachers, principals and cluster supervisors with ($M=2.63$, $SD=.873$), ($M = 2.47$, $SD=.841$) and ($M = 1.80$, $SD= 1.304$) mean scores respectively indicated that instructional leaders do not encourage and facilitate teachers by giving feedbacks and filling the professional gaps as expected. The result of one way ANOVA test, the computed 'F' value 2.28 with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054) indicated that there is no statistically significant difference among the responses. The qualitative data gathered through interview on this issue similarly indicated that, instructional leaders did not continuously encourage and facilitate teachers by giving feedback to fill the professional gaps. Instead, much of the interview respondents answered:

“the woreda education officers reported that, they were calling school principals regularly to “attend different meetings and awareness creation sessions. But this was not enough to make principals and other instructional leaders capable to support teachers in different ways for effectiveness of their work and fill the professional gaps.”

In item 5 of the same table, the respondents were asked whether teachers were satisfied by the recognition given from the society to the teaching profession or not. In this case, teachers and cluster supervisors with ($M=1.85$, $SD=.699$) and ($M=1.60$, $SD=1.342$) principal with ($M=1.63$, $SD=.496$) mean scores respectively indicated that the respondents did not agree on the recognition given by the society. Because it was very less. The computed value of one way ANOVA test 'F' value 1.05 with 2, 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This shows, there is no significant difference among the responses. The qualitative data gathered from interview also indicated that the society did not give recognition for the teaching profession as expected.

In item 6 of the same table, the three groups of respondents were asked whether teachers were satisfied with the support given by their professional association or not. Thus, all of them were agreed that the support given by the teachers' professional association was very low. In this case, teachers, principals and supervisors with ($M=1.63$, $SD=.668$), ($M=1.42$, $SD= .507$) and ($M=1.80$, $SD=.447$) mean scores respectively indicated that the support

given by the teachers' professional association is not encouraging to raise teachers job satisfaction. The computed value of one way ANOVA ('F' value 1.072) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no significance difference among the responses. The qualitative data gathered through interview also indicated that the support given by the teachers' professional association is not as it was expected.

II. Issues related with Salary, incentives, fringe benefits, and work life balance.

Table 6: Respondents View on issues related with Salary, incentives, fringe benefits, and work life balance.

The table is attached with the appendix 'E'.

Item 1 of table 6 indicated that, the respondents were asked whether the teachers were satisfied with their present salary or not. Accordingly, teachers, principals and cluster supervisors with (M=1.75, SD=.808), (M= 2.11, SD= .737) and (M= 1.60, SD= .548) mean scores respectively revealed that; the teachers were not satisfied with their present salaries. The computed value of one way ANOVA ('F' value 1.78) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no statistically significant difference among the responses. Furthermore, from the interview with the Woreda Education Officers, it was founded that even though there were some relative arrangements on teachers salary, teachers were not able to fulfill their basic necessities by their salaries. In general the average mean score (1.79) shows that the level of teachers' satisfaction is still very low. This implies that, the teachers' salaries and fringe benefits need to be revised and rearranged to fulfill the basic necessities of teachers to make them satisfied and retain on their job. Gedefaw (2012) in his study indicated that government and public secondary school teachers of Addis Ababa were dissatisfied with different factors. Among those factors salary and benefits were the most prominent ones with 87.3% dissatisfaction and 13.7% satisfaction. Gedefaw (2012) citing Akiri & Ogborugbo (2009) the low and unfair teachers' salaries increasingly make conditions difficult to fulfill in their basic needs, and to cope with their financial obligations and the

expectation from their families. Hence the teachers become frustrated, and therefore dissatisfied with their careers.

Item 2 of the table 6, indicated that, respondents were asked whether the teachers were satisfied with the pay incentives done by the education sector or not. Accordingly, teachers, principals and supervisors with ($M= 1.79$, $SD= .814$), ($M= 2.05$, $SD= .911$) and ($M= 1.60$, $SD= .548$) mean scores respectively indicated that, teachers were not satisfied with the pay incentives done by the education sector. The computed value of one way ANOVA ('F' value 1.026) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no statistically significant difference among the responses. As we can see the average mean score (1.82) it implies that the level of teachers satisfaction is very low. (Nirman, 2004) in his study indicated that, the significance of income to employees in today's showed that, higher income leads to higher job satisfaction. Moreover the non financial of fringe benefits touch the the inner feelings or satisfaction of the employees and bring out response much more impressive than possible through financial incentives. In addition Frye (2004) and Tesema and Soeters (2006) in there study explained that there is positive relationship among compensation practices and job satisfaction.

In the same table item 3, teachers were asked whether they were satisfied with their profession, when they compare it with other professions or not; and principals were also asked to give their opinion. Teachers principals and cluster supervisors with ($\bar{x} = 3.01$, $SD= 1.19$), ($M= 3.00$, $SD= 1.00$) and ($M= 2.40$, $SD= .894$) mean scores respectively indicated that, teachers were not satisfied with their profession, when they compare it with other professions. The computed value of one way ANOVA ('F' value (.657) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no significance difference between the responses. However, this concludes that, teaching profession needs more improvement until it become more attractive than any other professions. However, during the interview of WEO and focus group discussion of cluster supervisors, it was indicated that, teachers'

satisfaction is very less, when they compare it with other professionals. Based on the average mean score (2.99) it implies that the level of teachers' job satisfaction is very low.

As shown on the same table item 4, teachers were asked whether their salary covers all their basic needs or not; on other hand principals and cluster supervisors were also asked to give their opinions on the same question. Accordingly, teachers, principals and cluster supervisors with ($M = 1.56$, $SD = .741$), ($M = 1.79$, $SD = .419$) and ($M = 1.80$, $SD = 1.304$) mean scores respectively indicated that, teachers' salary does not cover all their basic needs. The qualitative data obtained from interview and focus group discussion support this idea that, to cover all the basic needs of teachers, their salaries and fringe benefits should be improved in better way than any time. Since the inappropriate incentive pay and benefit was the key factor for the teachers' dissatisfaction on their job, the education sector should give sound solution in order to raise teachers' job satisfaction. As we can see the average mean (1.59) which is less than 2, it implies that the level of teachers' job satisfaction is still very low.

At the same table item 5, teachers were asked whether their salary is equivalent with the input they afford for the job or not; and principals and supervisor in their part asked to give their opinion. Accordingly, teachers, principals and cluster supervisors with ($\bar{x} = 1.68$, $SD = .721$), ($M = 1.95$, $SD = .621$) and ($M = 1.60$, $SD = 1.342$) mean scores respectively indicated that, the salary they get is not equivalent with the input they afford for the job. The computed "F value 1.17 with 2 and 155 areas of freedom and 0.05 significance level is less than the table value (3.054). This indicated that, there is no significant difference among the responses. Similarly, during interview and focus group discussion the respondents informed that, the salary of teachers is not equivalent with the input they afford for the job. Because teachers are doing their job not only at school, but also out of schools, so that it can be summarized that what they contribute and what they gain from it are not equivalent.

At the same table item 6, teachers were asked whether they were satisfied with the benefits earned from the education sector or not, and the principals were also asked to give their view. Accordingly, teachers, principals and cluster supervisors with ($M=1.55$, $SD=.762$), ($M=1.79$, $SD=.535$) and ($M=1.80$, $SD=.447$) mean scores respectively reported that, teachers were not satisfied with the benefits earned from the education sector. The computed “F value 1.37 with 2 and 155 areas of freedom and 0.05 significance level is less than the table value (3.054). This shows, there is no significant difference among the responses. Similarly, during interview the respondents informed that, the benefit earned from the education sector is not as expected. So teachers are not satisfied with it. During the focus group discussion time, the group raised that lack of sufficient benefit from the sector declined the level of teachers’ satisfaction on their job.

At the same table item 7, teachers were asked whether the house allowance and the residence provided made them to be stable in their work area or not, and principals and supervisors at their part were asked to forward their opinions. Thus, teachers, principals and cluster supervisors with $M(=1.78$, ($M=1.47$,) and ($M=1.60$) mean scores respectively reported that, teachers were not satisfied with the house allowance and the residence provided. The computed “F value .850 with 2 and 155 areas of freedom and 0.05 significance level is less than the table value (3.054). This indicated that, there is no significant difference among the responses. Similarly, during the interview and focus group session the respondents informed that “except few teachers in schools under Wonji sugar factory, who were provided houses partially, the other majority school teachers specially in urban areas had no houses or house allowance provided. The teachers who were in rural areas of Adama wereda were also not satisfied with the provision of houses, because the houses in rural areas were roughly constructed and not suitable for living”.

In item 8 of the same table, the teachers were asked whether the transportation service facilitated made them to manage their work on time or not; and the directors and supervisors were also asked to give their view on the issue. In this case, teachers, principals and instructional supervisors with ($M=1.60$, $SD=.832$), ($M=1.47$, $SD=.513$) and ($M=1.40$, $SD=.548$) mean scores respectively teachers were not satisfied by the transportation service facilitated to manage their work on time. The computed value of one way ANOVA (‘F’ value .361) with 2 and 155 areas of freedom and significance level of

0.05 is less than the table value (3.054). This indicated that there is no significance difference among the responses. The qualitative data gathered by interview also indicated that there is no transportation service for teachers in all schools of the wereda. The participants of focus group discussion boldly indicated that, “most teachers who are living far away from their schools always arrive late to the school, because of the transportation constraint. For example many teachers who were teaching in schools of Wonji area were living in Adam town.” “Furthermore, a big number of teachers who were teaching in schools of rural areas surrounding Wonji town are living in Wonji town, because of insufficient and inappropriate provision of houses nearer to their respective schools. So every morning they were walking on foot to the schools that, they were always arrive late. Arriving late to school is common not only for students, but also for teachers in Adama woreda.” During the discussion they strongly added that, “not only Addis Ababa region, but also the Oromiya region should give serious attention in solving teachers’ transportation problem in order to raise the job satisfaction of teachers”.

In item 9 of the same table, teachers were asked whether they were satisfied with health insurance offered by education sector to them and their family or not, in other way principals and supervisors were also asked to give their opinion. In this case, teachers, principals and instructional supervisors with ($M=1.32$, $SD=.620$), ($M=1.47$, $SD=.513$) and ($M=2.00$, $SD=.707$) mean scores respectively indicated that all of them were strongly disagree about the health insurance offered by education sector for teachers and their family, because there was no health insurance offered to teachers from the education sector. The computed value of one way ANOVA (F value .342) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no significance difference among the responses. The qualitative data gathered by interview also indicated that the education sector is expected to offer health insurance for all teachers and their family, but still there is no health insurance offered by the sector. So this implies that lack of health insurance is one of the factors hinders the level of teachers’ job satisfaction.

In item 10 of the same table, teachers were asked whether they had lifelong satisfaction in being a teacher or not, and principals and supervisors also asked in different way to give

their opinions. In this case, teachers, principals and instructional supervisors with ($M=3.17$, $SD=1.29$), ($M=3.26$, $SD=.872$) and ($M=2.40$, $SD=1.14$) mean scores

respectively indicated that teachers had no life-long satisfaction in being a teacher. The computed value of one way ANOVA ('F' value .996) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no significance difference among the responses. The qualitative data gathered by interview also indicated that “actually teachers are not said to be life-long satisfied with their profession, because of several reasons, Such as salary, fringe benefits, life balance etc”. During the focus group discussion the participant added that teachers were not happy to be lifelong teachers, because the salary and benefits, the outlook of the society on the profession, the life balance, and the perception of teachers themselves on the profession made them not to be lifelong satisfied with their profession.” This also implies that the level of teachers’ job satisfaction is still very low.

In item 11 of the same table, the teachers were asked whether they stayed in this profession because they had no option of job opportunity or not, and principals and supervisors were also asked in different way to give there suggestion. In this case. Teachers, principals and instructional supervisors with ($M=3.70$, $SD=1.011$), ($M=3.58$, $SD= 1.17$) and ($M=3.40$, $SD=.894$) mean scores respectively. This indicated that there is no significance difference among the responses. The computed value of one way ANOVA ('F' value .306) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). Most teachers stay in this profession because they had no option of another job opportunity. The qualitative data gathered through interview also indicated that “most teachers are studying another profession like accounting, economics, business, law etc, to change the profession as soon as they get chance of employment. This clearly shows that most teachers don’t like the teaching profession, and they stay there until they get another job opportunity.” The focus group discussion with cluster supervisors also supports this idea. As we can see from the table above, the average mean scores of item 1 to 11 are almost nearer; this implies that the level of teachers’ job satisfaction is still low.

III. Issues related with Promotion and Advancement

Table 7: Respondents View on issues related with Promotion and Advancement

No.	Item	Respondents	Response			ANOVA Computed F value	F critical
			N	M	S.D		
1	To what extent you are satisfied by being promoted to a better position?	Teachers	139	2.71	1.068	1.275	3.054
		Principals	19	2.53	1.073		
		Supervisors	5	2.00	.000		
		Total	158	2.66	1.056		
2	To what extent you are satisfied with the opportunity to advance your educational status through on job training?	Teachers	139	2.40	1.131	.492	3.054
		Principals	19	2.58	1.170		
		Supervisors	5	2.80	1.095		
		Total	158	2.43	1.131		
3	To what extent you are satisfied by teaching in grade and school level that matches with your experience and qualification?	Teachers	139	2.60	1.177	10.670	3.054
		Principals	19	3.79	.535		
		Supervisors	5	2.00	.707		
		Total	158	2.72	1.178		
4	To what extent your are satisfied with the rewards given for your good performances?	Teachers	139	1.99	.901	.706	3.054
		Principals	19	1.74	.452		
		Supervisors	5	2.00	.707		
		Total	158	1.96	.855		
5	To what extent you are satisfied with the availability of ICT in your school?	Teachers	139	1.85	.809	1.070	3.054
		Principals	19	1.68	.749		
		Supervisors	5	1.40	.548		
		Total	158	1.82	.797		
6	To what extent you are satisfied with the students' academic performance?	Teachers	139	1.78	.668	2.891	3.054
		Principals	19	2.00	.577		
		Supervisors	5	2.40	.894		
		Total	158	1.82	.673		
	Table average			2.23	.759		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value (FCritical=3.054), N =Sum, M =Mean score, S.D=Standard Deviation

As shown in table 7 items 1, teachers, principals and instructional supervisors with (M=2.71, SD=1.068), (M =2.53, SD=1.073), and (M=2.00, SD=1.00) mean scores and

standard deviations respectively indicated that, teachers were not satisfied by the promotion to a better position. However, the computed „F“ value (1.275) is less than the table value (3.054). This shows that there is no significance difference among respondents. Similarly, during interview the participants informed that teachers were not satisfied with the promotion to better position. During the focus group discussion the cluster supervisors said that, the promotion of teachers to a better position is based on good relationship of the teacher with upper structures, rather than teacher's good performance. This discussion implies that, this one is also one of the factors hindered the level of teachers' job satisfaction. Furthermore, Tesema and Soeters (2006) found that there is a positive relationship among the promotion practices and job satisfaction.

In the same table item 2, respondents needed to show the level of satisfaction of teachers' on their job. The teachers, principals and instructional supervisors with (M=2.40, SD=1.131), (M= 2.58, SD= 1.170) and (M=2.80, SD= 1.095) mean scores and standard deviation respectively indicated that, they were not satisfied with the opportunity to advance educational status through on job training and development. However, the computed „F“ value (.492) is less than the table value (3.054). This shows there is no significant difference among respondents. This was cross-checked by the data gathered through interview. As the participants of the interview indicated that, the opportunity of getting chance for on job training in summer time is very less at wereda level, when it is compared with the number of teachers who are in need of on job training. From this fact we can easily see that, this implies the level of teachers job satisfaction is also very less in relation with this factor.

As it can be described in item 3 of table 7, respondents were asked to indicate their view whether teachers were satisfied by teaching in grade and school level that matches with their experience and qualification or not. teachers, principals and cluster supervisors with 2.6, 3.79 and 2.00 mean scores respectively indicated that, teachers were not satisfied with teaching in grade and school level that matches with their experience and qualification level. The computed value of analysis of variance ($F(2,155) = 10.67 > 3.054$ at $\alpha = .05$ level) implies that there is significant difference among the three groups of respondents regarding the issue. Therefore, from the result obtained from qualitative data, it is possible

to suggest that, even though principals agree on grade and school level that teachers were teaching match with the experience and qualification of teachers; But on other side teachers and cluster supervisors did not agree with grade and school level that teachers were teaching match with their experience and qualification. During the focus group discussion cluster supervisors raised boldly that, “because of the limited number of secondary schools in the woreda, that are only 3, many teachers qualified with first degree are remained in primary schools.” This implies that the level of teachers satisfaction with this factor is also very less.

In item 4 of the same table teachers were asked to indicate their level of satisfaction whether they were satisfied with the rewards given for their good performances or not; and the principals and supervisor were asked differently to give their opinion. Teachers, principals and supervisors with 1.99, 1.74 and 2.00 mean scores respectively indicates that teachers did not satisfied with the rewards given for their good performances. Consequently, the one way ANOVA result ($F(2,155) = .706 < 3.054$ at $\alpha = .05$ level) reveals that there is no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted reveals that, even though the performance of some teachers was very good, they were not properly rewarded, because the school administration doesn't give more attention for it. So teachers were not satisfied with the rewards given for their good performances. This factor also implies that the level of teachers' satisfaction is very low.

In item 5 of the same table teachers were asked to indicate their level of satisfaction whether they were satisfied with the availability of ICT in their schools or not. And directors and supervisors crosschecked with different questions. Teachers, principals and cluster supervisors with 1.85, 1.68 and 1.40 mean scores respectively indicated that teachers were not satisfied with the availability of ICT in their schools. The one way ANOVA result ($F(2,155) = 1.07 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted supported that, teachers were not satisfy with the availability of ICT in their schools. Furthermore, the data obtained from focus group discussion revealed that, there is no school in the wereda which has complete availability

of ICT, so this made teachers to be hindered from the new and necessary information gained from ICT. The participants in the focus group discussion stressed that, “the issue of improving ICT in schools should be given a serious attention and priority, in order to enhance teachers capacity of having timely information that support their daily teaching and learning process at large.”

In item 6 of the same table teachers were asked to indicate their level of satisfaction regarding that, whether they were satisfied with the students’ academic performance or not, and directors and supervisors at their part were also separately asked to give their opinion. Teachers, principals and supervisors with 1.85, 1.68 and 1.40 mean scores respectively indicates that teachers were not satisfied with the students’ academic performance. Consequently, the one way ANOVA result ($F(2,155) = 2.89 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant different among the three groups of respondents. As it was boldly raised in focus group discussion with cluster supervisors, they said that the result of the students in many schools is disappointing. The students result in grade 8 was also under question. Not only the students who fail the exam, but also those who pass the regional exam, were not capable to attend their study in secondary schools (grade 9 and 10). Because of that not more than 24% of grade 10 students were able to pass their matriculation exam for the last three or four years in Adama woreda. This can be justified from the annual report of East shoa zone education office. This factor also implies that the level of teachers’ satisfaction on their job is low.

IV. School related issues

Table 8: Respondents View on School related issues

No.	Item	Respondents	Response			ANOVA Computed F value	F Critical
			N	M	S.D		
1	To what extent you are satisfied with rules and procedures of your school?	Teachers	134	3.51	1.053	3.887	3.054
		Principals	19	3.42	.902		
		Supervisors	5	2.20	1.095		
		Total	158	3.46	1.057		
2	To what extent you are satisfied with the opportunity given to you as incharge person in your school?	Teachers	134	3.38	1.206	2.386	3.054
		Principals	19	3.32	1.057		
		Supervisors	5	2.20	1.095		
		Total	158	3.34	1.198		
3	To what extent you are satisfied with the empowerment given to you?	Teachers	134	3.15	1.192	7.311	3.054
		Principals	19	2.21	1.032		
		Supervisors	5	2.00	.707		
		Total	158	3.00	1.210		
4	To what level you are satisfied with the individual deference respected in your school?	Teachers	134	3.16	1.225	.738	3.054
		Principals	19	2.95	.970		
		Supervisors	5	2.60	.894		
		Total	158	3.11	1.189		
5	To what level you are satisfied with the awareness created on the vision, mission, and goals of your school?	Teachers	134	3.14	1.118	2.576	3.054
		Principals	19	1.95	.970		
		Supervisors	5	2.40	.894		
		Total	158	2.97	1.162		
6	To what extent you are satisfied with the work-load/ assigned to you?	Teachers	134	2.54	1.167	1.960	3.054
		Principals	19	2.00	.816		
		Supervisors	5	2.40	.894		
		Total	158	2.47	1.133		
	Average of the table			3.05	1.158		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value (FCritical=3.054), N =Sum, M =Mean score, S.D=Standard Deviation

As depicted in item 1 of table 8 states about whether teachers were satisfied with rules and procedures of their schools or not. With this regards, teachers, principals and cluster supervisors with (M=3.41, SD=1.053), (M=3.42, SD=.902) and (M=2.20, SD= 1.095) mean scores and Standard deviation respectively indicated that, teachers were moderately

satisfied with the rules and procedures of their schools. The computed “F” value (3.887) is greater than the table value (3.054). This shows that there is statistically significant difference among the respondents. The teachers and directors were hesitating to decide on the issue, but cluster supervisors were sure to disagree on this issue, that is why they were good witnesses for the realities happening in schools, as they were acting within and out of the schools. This was cross checked by the data gathered through focus group discussion. During the focus group discussion, the cluster supervisors boldly raised that “policies, rules, regulation and procedures of the schools were not clearly stated. Because of that not only teachers, but also the principals themselves were not clear about the school regulations. So that there is an ambiguity of principles, rules, regulations, and procedures on teachers, students, administrative workers, and principals themselves.” (Monzoor, 2012) in his study stated that, the well designed rules, policies and structures of organizations give space to the employees to work well satisfied in their job and appreciate them on their task fulfillment and achievement.

Item 2 of the same table states about whether teachers were satisfied with the opportunity given to them to be as incharge person in their school or not. On this regard, teachers, principals and cluster supervisors with (M= 3.38, SD= 1.206), (M = 3.32, SD= 1.057) and (M=2.20, SD= 1.095) mean scores and standard deviation respectively indicated that, teachers had not satisfied with the chance given to them to participate in different decision making meetings and activities in their schools. The computed “F” value (2.386) with 2 and 155 areas of freedom and (0.05) significance level is less than the table value 3.054. This shows that there is no significant difference among the responses. This was cross checked by the data obtained from interview that indicated, some teachers were assigned to be members of significant committees and part of important activities, based on the good will of the school principals. During the focus group discussion, it was indicated that, “those teachers who have good relationship with principals can easily get the chance to be member of the special committees in the school.” As the researcher observed during the data collection session in many schools, there were two main informal groups which were established by the directors and vice directors based on the interest of the two leaders.

As it is described in item 3 of table 8, teachers were asked to indicate their level of satisfaction regarding the empowerment given to them for their job and the section they were assigned to carry out. Teachers, principals and cluster supervisors with 3.15, 2.21 and 2.00 mean scores respectively, indicated that teachers were not satisfied with the empowerment given to them for their job and the section they were assigned to carry out. The computed analysis of variance ($F(2,155) = 7.311 > 3.054$ at $\alpha = .05$ level) implies that there is significant difference among the three groups of respondents. Therefore, from result obtained, it is possible to suggest that teachers were not satisfied with the empowerment given to them. As it was indicated during the focus group discussion that, principals did not give empowerment to teachers to do their duty freely. So teachers were not able to take strong decisions on the duties they were assigned to do, further teaching learning process. The cluster supervisors strongly stated that “principals themselves were not empowered to do their jobs with full decision making spirit, because teachers accuse them in woreda education office, and sometimes the woreda office rigging to the teachers compliant and discouraging the directors. On other hand, teachers also hesitate to take reasonable decisions on the section they were assigned to carry on, because they fear the unnecessary intervention of the principals.” This implies that the level of teachers’ job satisfaction is still very low. According to Tessema and Soeters (2006) designation without autonomy and participation is like establishing many rules, but no implementation of those rules. Thus empowerment is one of human resource practice that effect job satisfaction. Because every employee cannot be motivated and satisfied with financial incentives only, but some employees are interested in authority and self actualization, and they do not give more importance to the financial benefits, but more for self respect.

In item 4 of the same table teachers were asked to indicate their level of satisfaction, whether they were satisfied with the individual deference respected in their schools or not, and principals and supervisors were also asked in different way to give their opinions. Teachers, principals and supervisors with 3.16, 2.95 and 2.60 mean scores respectively indicated that teachers were not satisfied with the individual deference respected in their schools. Consequently, the one way ANOVA result ($F(2,155) = .738 < 3.054$ at $\alpha = .05$ level) reveals that there is no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted reveals that, teachers had doubt in individual deference respected in their schools.

In item 5 of the same table teachers were asked to indicate their level of satisfaction, whether they satisfied with the awareness created on the vision, mission and goals of their kschools or not. Teachers, principals and supervisors with 3.14, 1.95 and 2.40 mean scores respectively indicated that teachers were not satisfied with the awareness created on the vision, mission and goals of their school. Consequently, the one way ANOVA result ($F(2,155) = 2.576 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted reveals and supports that, teachers were not satisfied with the awareness created on the vision, mission and goals of their schools. During the focus group discussion time, the participants boldly raised that “there is lack of clarity on awareness of vision, mission, and goals of the schools, not only for teachers and other staffs, but also for the principals themselves.” They also revealed:

“Even though the schools had the strategic plans, they were one time work of some selected members, for the sake of reporting to woreda, and forgotten on the shelf. So there is no session of discussion and creating clear understanding for all staffs about the vision, mission, and goals of the school.”

In item 6 of the same table teachers were asked to indicate their level of satisfaction, whether they were satisfied with the work-load assigned to them or not. Teachers, principals and supervisors with 2.54, 2.00 and 2.40 mean scores respectively indicated that teachers were not satisfied with the period allocation/work-load/ assigned to them. Consequently, the one way ANOVA result ($F(2,155) = 1.960 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant difference among the three groups of respondents. The data obtained from open ended question and interview conducted reveals and supports that, teachers were not satisfied with the period allocation/work-load/ assigned to them. During the focus group discussion the cluster supervisors raised that “in some rural schools teachers were highly loaded with the period allocation and other works of the schools, because of the shortage of teachers in the school. They added that, this is true not only in rural schools alone, but also in the schools which are in the town.” One of the participants in group discussion raised that, “because of significant shortage of teachers in the rural area schools. Adama woreda education office was forced to employ some

students who were not able to pass the grade 10 matriculation exam to back up the shortage of teachers.”

V. Issues related with Interpersonal / Social / affairs

Table 9: Respondents View on issues related with Interpersonal / Social / affairs

No.	Item	Respondents	Response			ANOVA Computed F value	F critical
			N	M	S.D		
1	To what extent you are satisfied with good relationship with your staffs / co-workers /?	Teachers	134	4.16	.674	16.413	3.054
		Principals	19	3.84	.602		
		Supervisors	5	2.40	1.517		
		Total	158	4.07	.766		
2	To what extent you are satisfied with the students' good behavior and academic performance?	Teachers	134	3.18	.972	6.979	3.054
		Principals	19	2.32	.749		
		Supervisors	5	3.20	.837		
		Total	158	3.08	.981		
3	To what extent you are satisfied with the relationship with your instructional supervisors?	Teachers	134	3.59	.758	2.551	3.054
		Principals	19	3.84	.688		
		Supervisors	5	3.00	1.000		
		Total	158	3.60	.765		
4	To what extent you are satisfied with good relationship with your students?	Teachers	134	3.67	.811	4.079	3.054
		Principals	19	3.63	.761		
		Supervisors	5	2.60	1.342		
		Total	158	3.63	.840		
5	To what extent you are satisfied with the support of Parents and community for your effort?	Teachers	134	2.13	.836	.281	3.054
		Principals	19	2.11	.658		
		Supervisors	5	2.40	.894		
		Total	158	2.13	.815		
6	To what extent you are satisfied with the enough time to participate in your social affairs?	Teachers	134	1.95	.729	1.522	3.054
		Principals	19	2.26	.872		
		Supervisors	5	2.00	.107		
		Total	158	1.99	.740		
	Table average			3.08	.817		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value (FCritical=3.054), N =Sum, M =Mean score, S.D=Standard Deviation

As shown in table 9 items 1, teachers, principals and instructional supervisors with (M=4.16, SD=.674,), (M=3.84, SD=.602), and (M=2.40, SD=1.517) mean scores and

standard deviations respectively indicated that, whether teachers had good relationship among their staffs /co-workers/ or not. Most of the teachers and principals agree that teacher had good relationship among them and coworkers. However, supervisors did not agree with it. the computed „F“ value (16.413) is greater than the table value (3.054). This shows that there is significant difference among respondents., Even though the supervisors did not agree with the good relationship among teachers and coworkers, teachers and principals agree that they had good relationship among the coworkers. When we see the average mean score (4.07) it implies that the teachers had good relationship between themselves and other coworkers.

In the same table item 2, teachers were asked to indicate their level of satisfaction, whether the students had good behavior and academic performance or not, and the principals and supervisors were also asked to give their suggestion. The teachers, principals and cluster supervisors with (M=3.18, SD=.972), (M= 2.32, SD= .749) and (M=3.20, SD= .837) mean scores and standard deviation respectively indicated that, teachers were not satisfied with the students' behavior and academic performance in their school. However, the computed „F“ value (6.979) is greater than the table value (3.054). This shows there is significance difference among respondents. This was cross-checked by the data gathered through interview. As the participants of the interview indicated that, in some schools, students show good attitudes and respect for teachers, but in many schools the students had no good behavior and academic performance. As one of the WEO experts indicated, students:

“due to lack of clear rule and regulations of the schools, students become manner less and do not respect their teachers. If the schools are able to create clear rules and regulations based on the main education policy of the country, and make it clear for all students before beginning the academic year, hopefully the students become well disciplined and have good behavior in particular and better academic performance in general.”

As it can be described in item 3 of table 8, teachers were asked to indicate their level of satisfaction regarding with the good relationship of teachers with their instructional supervisors. Teachers, principals, and cluster supervisors with 3.59, 3.84, and 3.00 mean scores respectively indicated that, teachers moderately had good relationship with their instructional supervisors. The computed analysis of variance ($F(2,155) = 2.551 < 3.054$ at

$\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. Therefore, from result obtained it is possible to suggest that, teachers had no good relationship with their instructional supervisors. As it was clarified during the interview and focus group discussion session, teachers' perception on instructional supervisors is negative. Because of that, teachers were not obedient to carry out what they were told to perform by the instructional supervisors. During the focus group discussion the participants raised that "the approach of instructional supervisors to teachers was not such an attractive and initiating for teachers to do more and effectively. Sometimes instructional supervisors commanding teachers based on their own sense, without using guidelines and manuals which help them to do so. This provokes teachers at large. According to, (Carron and De Grauwe, 1997:3) and (UNESCO, 2007:19) indicated that, support of instructional instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments.

In item 4 of the same table teachers were asked to indicate their level of satisfaction, whether they had good relationship with the students or not, and also directors and supervisors were asked differently to give their opinion on this issue. Teachers, principals and supervisors with 3.67, 3.63 and 2.60 mean scores respectively indicates that teachers did not show good relationship with the students. Consequently, the one way ANOVA result ($F(2,155) = 4.079 > 3.054$ at $\alpha = .05$ level) reveals that there is significant difference among the three groups of respondents. The data obtained from open ended question and interview conducted reveals that, teachers in many schools were bullying their students, as a good mechanism to control them. But bullying makes the students more aggressive than ever. During the focus group discussion it was clearly indicated that the relationship between teachers and students is not as much as expected. One of the participants in discussion time stated that, "many teachers want to control bad behavioral students by using force, such as harsh punishment and bullying, which make the relationship worse. This implies that, the relationship b/n teachers and students is not good, due to lack of skill and knowledge of teachers on how to create good relation with the students. This can be also one factor for the low satisfaction of teachers on their job.

In item 5 of the same table teachers were asked to indicate their level of satisfaction, whether Parents and community support teachers' effort or not. Teachers, principals and supervisors with 2.13, 2.11 and 2.40 mean scores respectively indicated that Parents and community did not sufficiently support teachers' effort as expected. Consequently, the one way ANOVA result ($F(2,155) = .281 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant difference among the three groups of respondents. The data obtained from open ended question and interview conducted reveals and supports that, Parents and community did not sufficiently support teachers' effort as expected. As it was indicated during the focus group discussion, "parents were sending their children to school, having the wrong expectation that the school should take all the responsibilities about all educational development of their children." One of the participant during the discussion time deeply commented that, "most parents do not take care of their children when they are out of the school, by helping them to do home works, assignments, scheduling study times and having good follow-ups to improve the educational status of their children." This also implies that teachers had low satisfaction on their job.

In item 6 of the same table teachers were asked to indicate their level of satisfaction, whether they had enough time to participate in their social affairs or not. Teachers, principals and supervisors responded accordingly, with 1.95, 2.46 and 2.00 mean scores respectively indicated that teachers had no enough time to participate in their social affairs. Consequently, the one way ANOVA result ($F(2,155) = 1.522 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant difference among the three groups of respondents. As it was raised during the focus group discussion, some of the participants clearly stated that, "teachers had no enough time to participate in all their social affairs, because most of the teachers do their instructional activities at home, such as preparing short notes, questions for quizzes and exams, recording students' continues assessment results, correcting and recording tests and exam papers, preparing score sheets, rosters, report cards, annual plans etc at home.

VI. Issues related with Environment and Resources

Table 10: Respondents View on issues related with Environment and Resources

No.	Item	Respondents	Response			ANOVA Computed F value	F critical
			N	M	S.D		
1	To what extent you are satisfied with the resources of your school which enabled you to do your job effectively?	Teachers	134	2.28	.750	.025	3.054
		Principals	19	2.26	.933		
		Supervisors	5	2.20	.447		
		Total	158	2.27	.763		
2	To what extent you are satisfied with the working conditions in your school?	Teachers	134	2.35	.686	2.083	3.054
		Principals	19	2.00	.882		
		Supervisors	5	2.40	.548		
		Total	158	2.31	.713		
3	To what extent you are satisfied with the flexible working schedule of your school?	Teachers	134	3.21	.902	3.047	3.054
		Principals	19	3.74	.562		
		Supervisors	5	3.20	1.095		
		Total	158	3.27	.886		
4	To what extent you are satisfied with the living condition in your local community?	Teachers	134	3.04	1.040	3.647	3.054
		Principals	19	3.37	.895		
		Supervisors	5	2.00	.000		
		Total	158	3.05	1.027		
	Table average			2.72	.847		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value (FCritical=3.054), N=Sum, M =Mean score, S.D=Standard Deviation

As depicted in item 1 of table 10 states about whether the adequate and available resources of their schools enabled teachers to do their job effectively or not. With this regards, teachers, principals and cluster supervisors with (M=2.28, SD=.750), (M=2.26, SD=.933) and (M=2.20, SD= .447) mean scores and Standard deviation respectively indicated that, the inadequate and limited resources of the schools did not enabled teachers to do their job effectively. The computed “F” value (.025) with 2 and 155 areas of freedom and (0.05) significance level is less than the table value (3.054). This shows that there is no statistically significant difference among the respondents. This was cross checked by the data gathered through interview. During the interview the respondents indicated that the

inadequate and limited resources of the schools did not enabled teachers to do their job effectively. At the time of focus group discussion, one of the participants clearly indicated that, “teachers’ satisfaction with the availability and adequacy of instructional resources is very low, due to the scarce instructional materials in the schools.”

Item 2 of the same table states about whether the working condition in the schools were suitable or not. On this regard, teachers, principals and cluster supervisors with ($M= 2.35$, $SD= .686$), ($M= 2.00$, $SD= .882$) and ($M=2.40$, $SD= .548$) mean scores and standard deviation respectively indicated that, the working conditions in their schools were not very conducive. The computed “F” value (2.083) with 2 and 155 areas of freedom and (0.05) significance level is less than the table value 3.054. This shows that there is no significant difference among the responses. This was cross checked by the data obtained from interview that indicated, the working conditions in the schools were not conducive to perform jobs effectively. During the focus group discussion, cluster supervisors stated that the un-conducive working situation in schools is one of the main causes that hinder the teachers’ job satisfaction. As the woreda education officers indicated that:

“even though the government and community are trying to create conducive working condition in schools, still schools are not satisfactorily conducive . So there is no doubt for the low satisfaction of teachers with issues related with conducive school environments.”

Green (2000) as cited in Admasu (2007) expressed that many individuals and social needs could be satisfied through favourable interactions within coworkers and managers at work. Hence job satisfaction is significantly affected by the quality of the relationship of employees with coworkers in the work environment who might act as the role model.

As it can be described in item 3 of table 10, teachers were asked to indicate their level of satisfaction regarding, whether the schools give the teachers flexible working schedule or not. teachers, principals and cluster supervisors with 3.21, 3.74 and 2.20 mean scores respectively. indicated that, the schools did not give them flexible working schedule. The computed analysis of variance ($F(2,155) = 3.047 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents, regarding the issue. Therefore, from result obtained, it is possible to suggest that, the schools did not give

teachers flexible working schedule. During the focus group discussion it was raised that, “many schools did not have the yearly academic schedule for teachers in their staff room. Because of that teachers were not aware of their school’s yearly academic schedule, and many of them were late to submit exams, and other necessary reports on time.”

In item 4 of the same table teachers were asked to indicate their level of satisfaction, whether teachers were satisfied with the living condition in their local community or not. Teachers, principals and supervisors with 3.04, 3.37 and 2.00 mean scores respectively indicated that teachers were not satisfied with the living conditions in their local community. Consequently, the one way ANOVA result ($F(2,155) = 3.647 > 3.054$ at $\alpha = .05$ level) reveals that there is significant difference among the three groups of respondents. The data obtained from open ended question and interview conducted reveals that, teachers were not satisfied with the living conditions in their local community. As it was raised clearly during the focus group discussion, lack of housing, unbalanced life standard when they compare it with others, poor transportation facilities, limited sources of income to fulfill basic necessities, uncomfortable social interactions, teacher’s personal problems and so on were some of the main reasons that made teachers not satisfied with the living conditions in their local community.

2. Issues related with causes for the level of teachers’ job satisfaction.

Table 11 : Respondents View on issues related with causes for the level of teachers’ job satisfaction.

NB: * indicates that there is a significance difference at $\alpha = 0.05$ level with degree of freedom (2, 155) and table value ($F_{\text{Critical}} = 3.054$), N = Sum, M = Mean score, S.D = Standard Deviation

The table is attached with appendix ‘E’ page: 3 because it is more than one page.

In item 1 of table 11, teachers, principals and cluster supervisors with 3.94, 3.47 and 4.00 mean scores respectively indicated that, the schools’ vision, mission and goals were not clearly stated and understood by all the teachers. The computed analysis of variance ($F(2,155) = 3.034 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. Similarly during interview and focus group discussion the participants indicated that, even though the schools vision, mission and goals were stated in the strategic plans of the schools, they were not clear and

understood by all teachers and other staffs of the schools. Therefore, almost all of the respondents who participated in the interview express that the vision, mission and goals of the school should be clearly discussed by all the staff members of the schools. Not doing this makes the school activities more fragmented and less integrated. Based on the average mean score (3.89), as all of the respondents agreed, it implies that the schools' vision, mission and goals were not clear for teachers and other staffs of the schools.

As item 2 of the same table, teachers, principals and cluster supervisors with 4.34, 4.32 and 4.40 mean scores respectively indicated that, teachers' low level of salary is one of the main cause of teachers dissatisfaction on their job. The computed analysis of variance ($F(2,155) = .025 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. The qualitative data obtained from interview reveals that, teachers' low level of salary is one of the main causes of teachers dissatisfaction on their job. Thus, based on the agreement of all the respondents that can be discovered from the average mean score (4.34) it that teachers are not satisfied with their current salary. During the focus group discussion time, one of the cluster supervisors boldly stated that "the teachers' salary should be revised and increased, unless and otherwise, the brain drain from education sector to another sectors will continue at large."

As it can be described in item 3 of table 11, respondents asked to indicate their level of agreement regarding on, whether the School leadership and management need to be improved or not. teachers, principals and cluster supervisors with ($M = 4.16$, $SD = .681$), ($M = 4.05$, $SD = .621$), and ($M = 4.40$, $SD = .548$) mean scores respectively indicated that, School leadership and management need to be improved. The computed analysis of variance ($F(2,155) = .553 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. The qualitative data obtained from the interview and focus group discussion supports the ideas of the respondents that the school leadership and management should be improved to make the teaching and learning process in schools more effective and efficient. During the focus discussion session, one of the participants stated that, "the school directors should give serious attention to improve the school leadership and management, until good governance, democratic and visionary leadership would be assured."

As the same table item 4, the respondents were asked whether Instructional supervision at schools is appropriate or not. Teachers, principals and cluster supervisors with ($M = 4.04$,

SD=.755), (M= 3.95, SD= .621) and (M=4.00, SD= .101) mean scores respectively indicated that, Instructional supervision at schools is not appropriate. This indicated that instructional supervision in schools is not carried on as expected, because of that teachers were not satisfied on their job. The computed analysis of variance ($F(2,155) = .553 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. The data obtained from interview and focus group discussion support this idea that the instructional supervision at school is inappropriate, because of the poor skill of the instructional leaders. During the focus group discussion the cluster supervisor stated that all the instructional leaders at school level need improvement on their skill of instructional leadership. Lack of effective instructional leadership made teachers to be provoked and not to respond positively what they were asked by the instructional leaders of their schools.

On Item 5 of the same table respondents were asked whether they agree that most teachers had wrong perception on their profession, because of this they were not committed to teaching or not. On this regard teachers, principals and instructional supervisors with (M= 3.90, SD= .917), (M= 4.21, SD= .918) and (M=3.20, SD= 1.095) mean scores and SD respectively indicated that, most teachers had wrong perception on their profession and were not committed to teaching profession. The computed analysis of variance ($F(2,155) = 2.491 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. As the researcher obtained from the focus group discussions teachers were not interested in their profession, when they compare it with other profession. Most teachers are living in the profession until they get another job opportunity; they think it is unfair profession to live in. The responses obtained from the focus group discussion, assures that “since teachers have wrong image towards their profession, they have no firm stand to stay in the profession lifelong. Most of them are waiting the day to come, to detach from it, so that they never be satisfied until they detached from it.”

At the same table of item 6, teachers, principals and cluster supervisors with (M= 2.39, SD= 1.20), (M=2.38, SD=.97) and (M=2.38, SD=1.38) mean scores respectively indicated that, Most teachers have excessive period allocation / too much work load. The computed “F” value ($F(2,155) = 2.524 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. As it was revealed during the interview and focus group discussion most teachers especially in grade 1-4 had excessive period

allotment, as they are managing self contained classes. During focus group discussion, one of the cluster supervisors raised that, “most teachers are not happy to be assigned in self contained classes, because of excess work-load.”

In item 7 of the same table respondents asked to indicate their level of agreement regarding that, whether the opportunity for on job training and development is low or not. Teachers, principals and supervisors with 4.02, 3.84 and 3.80 mean scores respectively indicates that the opportunity for on job training and development is very low. Consequently, the one way ANOVA result ($F(2,155) = .546 < 3.054$ at $\alpha = .05$ level) reveals that there was no significant difference among the three groups of respondents. As it was revealed during the interview and focus group discussion, there is not enough opportunity for on job training and development. During the focus discussion session, the cluster supervisors boldly raised that, because of shortage of on job training opportunity, still there are some teachers who were not able to upgrade themselves from certificate to diploma level. There were also some teachers attending their diploma level study in different government colleges at the moment in the wereda schools. The participants of the discussion added that, one of the main reasons for those teachers who were attending another profession is that, the low opportunity of on job training.

As it can be described in item 8 of table 11, respondents asked to indicate their level of agreement regarding on whether the Instructional materials, working conditions and support are sufficient at school or not. teachers, principals and cluster supervisors with ($M = 4.04$, $SD = .812$), ($M = 3.89$, $SD = .737$), and ($M = 4.00$, $SD = .548$) mean scores respectively indicated that, the Instructional materials, working conditions and support were not adequate at schools. The computed analysis of variance ($F(2,155) = .300 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. The qualitative data obtained from the interview and focus group discussion supports the ideas of the respondents that the Instructional materials, working conditions and support in schools should be improved. One of the participants during the discussion time added that “Lack of sufficient instructional materials, unsuitable working conditions, and poor supports of instructional leaders highly hindered the teachers’ satisfaction on their job.

In item number 9 of table 11, respondents asked to indicate their level of agreement regarding the student's misbehavior /poor discipline/ is a one of the problems to work in schools or not. Teachers, principals and supervisors with 3.65, 3.32 and 3.20 mean scores respectively indicates that the students' misbehavior /poor discipline/ is a one of the problems to work in schools. The computed analysis of variance ($F(2,155) = 1.435 < 3.054$ at $\alpha = .05$ level) implies that there was no significant different among the three groups of respondents. As it was indicated during the interview and focus group discussion, the students' behavior in schools is becoming one of the challenging issues to bring quality of instruction. The students' disciplinary problem is a barrier for acquiring proper knowledge and skill in order to bring the behavioral change at the part of students. During the focus group discussion, the cluster supervisors boldly raised that because of the students' poor discipline teachers were not able to provide the proper lesson in the classroom. So the teachers were not satisfied on the behavior of their students. The average mean score of the item is (3.59) this implies that, because of this factor the level of teachers' job satisfaction is also very low.

As it can be described in item 10 of table 11, respondents were asked to indicate their level of agreement regarding that, teaching is not attractive job when compared with jobs in other organizations. Teachers, principals, and cluster supervisors with 4.07, 3.95 and 4.00 mean scores respectively indicated that, teaching is not attractive job when compared with jobs in other organizations. The computed analysis of variance ($F(2,155) = .166 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. Therefore, from result obtained it is possible to suggest that, teaching is not attractive job when compared with jobs in other organizations. As it was indicated during the interview and focus group discussion, teachers are always comparing their job with other organizations like banks, airlines, health, factories, agriculture etc. As one of the participants in discussion time added that, "the employees in those organizations have good salary scales, different types of benefits, because of these good opportunities in other sectors, teachers are always willing to leave their profession and join another sectors." So this implies the low level of teachers' satisfaction on their job is also affected by this factor.

3. Issues related with the strategies to raise the level of teachers`job satisfaction.

Table 12 : Respondents View related with the strategies to raise the level of teachers`job satisfaction.

The table is attached with the appendix ‘E’ page: 5

In item 1 of table 12, teachers, principals and cluster supervisors with 4.40, 4.42 and 4.20 mean scores respectively indicated that, the instructional supervisors need more training to improve their skills. The computed analysis of variance ($F(2,155) = .202 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. Similarly during interview and focus group discussion the participants indicated that, “instructional supervisors were currently lacking the sufficient knowledge and skills on methods of instructional supervision and leadership. During the focus group discussion cluster supervisors themselves boldly stressed that “regular trainings are needed until the sufficient knowledge and skills assured, not only by the cluster supervisors but also by all instructional supervisors at school level.” As Singhal et al. cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement new practice.

As the same table item 2, teachers, principals and instructional supervisors with 4.39, 4.46 and 4.16 mean scores respectively indicated that, the schools’ vision, mission and goals should be clear and understood by all the teachers and other staffs too. The computed analysis of variance ($F(2,155) = .75 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. The qualitative data obtained from interview indicated that, without the clear understanding of school vision, mission and goals, it would be impossible to bring effective and efficient outcome of any school activities. Thus, based on the responses of the three groups of respondents, it implies that the schools’ vision, mission and goals are some of the main factors that hindered the teachers’ satisfaction on their job.

Item 3 of the same table states about to Increase teachers' salary, and fringe benefits. On this regard, teachers, principals and cluster supervisors with ($M= 4.63$, $SD= .621$), ($M= 4.63$, $SD= .496$) and ($M=4.60$, $SD= .548$) mean scores and standard deviation respectively indicated that, teachers' salary, and fringe benefits should be Increased. The computed analysis of variance ($F(2,155) = .005 < 3.054$ at $\alpha= .05$ level) implies that there is no significant difference among the three groups of respondents regarding the issue. This was cross checked by the data obtained from interview that indicated, the salary and fringe benefit they get from the sector is not enough to cover all the teachers basic necessities. During the focus group discussion, it was indicated that, "teachers were not able to catch up with the escalating market by the current income they get as a salary." Based on the suggestion given by all the groups of respondents, it implies that, the teachers' salary, and fringe benefits are some of the factors for the less satisfaction of teachers on their job.

In item number 4 of the same table, respondents were asked to indicate their level of agreement whether the school leadership and management need to Improve or not. Thus, teachers, principals and cluster supervisors gave a quick response with ($M=4.43$, $SD=.631$), ($M= 4.47$, $SD= .513$) and ($M=4.60$, $SD= .548$) respectively, indicated that the school leadership and management need to be improved. There is no significant difference among the three groups of respondents. The result of one way ANOVA test ($F\text{-value}= .204$) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no statistically significant difference among the three groups of respondents. During interview the woreda education officers and teachers' development unit informed that, "the leadership and management of schools need improvement through regular trainings." As indicated from the WEO experts, "as woreda education office we are trying to offer trainings for principals and cluster supervisors on issues related with good governance, but it was not enough." The responses of the three groups imply that, the inadequate school leadership and management can be one of the factors that hindered the teachers' satisfaction on their job.

In item 5 of the same table, the respondents were asked whether teachers need more training and retraining to change their perception towards the profession or not. In this case, teachers and cluster supervisors with ($M=4.46$, $SD=.596$) and ($M=4.40$, $SD=.548$) principal with ($M=4.53$, $SD=.513$) mean scores respectively indicated that, teachers need more training and retraining to change their attitude towards the profession. The computed value of one way ANOVA test 'F' value (.133) with 2, 155 areas of freedom and

significance level of 0.05 is less than the table value (3.054). This shows, there is no significant difference among the responses. The qualitative data gathered from interview also indicated that it is undoubted, teachers need more training and retraining to change their attitude towards the profession. During the focus group discussion one of the participants clearly stated that, “it is a mandatory to train and retrain teachers until they recognize that their profession is very important than any other professions.” So this implies that lack training is one of the factors that hinder the teachers’ satisfaction on their job.

In item 6 of the same table the respondents were asked whether teachers really need the assurance of the reasonable workload or not. Teachers, principals and supervisors with 4.49, 4.37 and 4.40 mean scores respectively indicated that teachers need the assurance of the reasonable workload. Consequently, the one way ANOVA result ($F(2,155) = .490 < 3.054$ at $\alpha = .05$ level) indicated that there was no significant difference among the three groups of respondents. The data obtained from open ended question and interview conducted reveals and supports that, the assurance of reasonable workload for teachers is an inevitable solution to raise teachers satisfaction on their job. During the focus group discussion the cluster supervisors raised that “in many rural schools teachers were highly loaded with the period allocation and other works of the schools, because of the shortage of teachers in the school.” They added that, “this is true not only in rural area schools alone, but also in urban area school teachers who were managing the self contained classes especially in first cycle of primary schools.

Item 7 of the same table states about whether the schools really lack adequate instructional materials, working conditions and support or not. On this regard, teachers, principals and cluster supervisors with ($M = 4.47$, $SD = .609$), ($M = 4.47$, $SD = .513$) and ($M = 4.40$, $SD = .548$) mean scores and standard deviation respectively indicated that, the schools lack adequate instructional materials, working conditions and support. The computed “F” value (.034) with 2 and 155 areas of freedom and (0.05) significance level is less than the table value 3.054. This shows that there is no significant difference among the three groups of respondents. This was cross checked by the data obtained from interview that indicated, lack of adequate instructional materials, working conditions and support made teachers not to be effective and efficient on their job, this made teachers to be dissatisfied on their job. During the focus group discussion, it was indicated that, “schools still need adequate instructional materials, working conditions and good

governance to raise teachers' satisfaction on their job, which bring effective teaching learning process with higher students' academic performance.” This implies that lack of adequate instructional materials; working conditions and good governance are some of the factors that impede the teachers' satisfaction on their job.

In item 8 of the same table, respondents were asked to indicate their level of agreement on employing only teachers who are committed to the profession could bring positive impact or not. Thus, teachers, principals and cluster supervisors gave a quick response with (M=4.54, SD=.570), (M= 4.53, SD= .513) and (M=4.20, SD= .447) respectively, indicated that employing only teachers who are committed to the profession could bring positive impact. The result of one way ANOVA test (F-value= .912) with 2 and 155 areas of freedom and significance level of 0.05 is less than the table value (3.054). This indicated that there is no statistically significant difference among the three groups of respondents. The woreda education officers, and teachers' development unit during interview informed that, “it is certainly true that employing teachers who are committed to the profession could bring positive impact on the quality of education in general and raise the teachers satisfaction on their job in particular.” As indicated during the focus group discussion with cluster supervisors, “since teachers are back bones for the quality of education, no one can deny that employing committed teachers in schools would bring positive impact enormously.” So this implies that lack of commitment in teachers is one of the factor that hinders the teachers' satisfaction on their job.

As in item 9 of the same table, the respondents were asked that assuring teachers' sustainability on their job is crucial priority for the activities of education sector or not. Teachers, principals and cluster supervisors with (M= 4.57, SD=.580), (M= 4.53, SD= .513) and (M=4.40, SD= .548) mean scores respectively indicated that, assuring teachers' sustainability on their job is crucial priority for the activities of education sector. The computed analysis of variance ($F(2,155) = .270 < 3.054$ at $\alpha = .05$ level) implies that there is no significant difference among the three groups of respondents. The data obtained from interview and focus group discussion support this idea that, without assuring the sustainability of those committed teachers, it would be unthinkable to improve teaching and learning process in schools. During the focus group discussion one of the cluster supervisors boldly stated that “if the education sector doesn't work hard on assuring the sustainability of committed teachers in their job, the quality of education in the woreda will be under a big question.” The participants in the discussion added that “by creating

safe and attractive environment for teachers, it would be possible to assure the sustainability of committed teachers in schools. So this implies that lack of sustained spirit within teachers is also a factor for the less satisfaction of teachers' on their job.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to assess the level of teachers' job satisfaction in government primary schools of Adama wereda. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

The findings reported in chapter four summarized along the following themes that reflect the research questions. Teachers' job satisfaction is very important to bring effective and efficient teaching learning process and to excel students' academic performance. Thus, instructional leaders are responsible to provide support, guidance, and direction for teachers in order to bring quality teaching and learning process at schools. It is indicated that, instructional leaders were not performing as expected. Therefore, the purpose of this study was assessing the level of teachers' job satisfaction in Adama wereda primary schools and recommending possible solutions. The study also tried to answer the following basic research questions;

1. To what extent do teachers are satisfied with their job in government primary schools in Adama woreda?
2. What are the main causes for the level of teachers` job satisfaction in selected government primary schools of Adama woreda?
3. What strategies can be employed to raise teachers` job satisfaction if the levele of teachers' satisfaction is low in selected government primary schools in Adama woreda?

To this effect, the study was conducted in Adama Wereda Selected Primary Schools. Accordingly, five clusters, 139 teachers, 19 school principals, and 5 cluster supervisors were included by using simple random sampling method. Questionnaire was the main

data gathering tool. An interview was conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores and standard deviations. The homogeneity of the response was checked by comparing the mean scores of the three groups of the respondents. For this, "F" value was computed by using one-way ANOVA. Percentage was also used during the analysis of the background information of the respondents. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

1. I. Based on the findings of the study, the majority of teachers, principals and supervisors responded that, the level of teachers job satisfaction with the issues related with leadership, supervision and recognition is low; because the administrative support, guidance, proper supervision, and recognition for the better work done by teachers was not enough. The average mean score ($M=2.39$), $SD = .866$) of table 1 indicated that instructional leaders did not sufficiently give administrative support, guidance, proper supervision and recognition for the better work done by teachers. To this effect instructional leaders were not able to give feed backs for teachers in order to fill their professional gaps, the mean scores of teachers, principals and instructional supervisors failed on ($M=2.63$, $M=2.47$, $M=1.80$) respectively. This indicated that, instructional leaders do not give feed backs for teachers in order to fill their professional gaps. On other hand the recognition given by the society and teachers' professional association respectively for the teachers is very low. As it can be seen from table 5, item 5&6, the total mean scores with ($M=1.82$, $M=1.61$) respectively indicated that the society and teachers' professional association did not give proper recognition for the teaching profession in general and teachers in particular. In general, the compiled result indicated that instructional leaders did not support and guide teachers' professional limitations regularly. As a result the teachers hadn't got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the teachers' job satisfaction, the effectiveness of students, as well as the schools goal achievement.

1. II. The findings of the study confirmed that, the level of teachers' satisfaction with the issues related with Salary, incentives, fringe benefits, and work life balance was very low that the average mean score of the table is failed with ($M=2.09$, $SD= .876$). Teachers were not satisfied with the Salaries and incentives. Principals and supervisors as the total mean scores ($M=1.79$, $M=1.82$) indicated, agree with the teachers' dissatisfaction on their salaries and incentives. On the other hand, lack of teachers' housing, transportation service and health insurance made teachers' dissatisfied on their job. The total mean scores ($M=1.73$, $M=1.58$, $M=1.36$) respectively indicated that teachers, principals and cluster supervisors were strongly disagree with the provision of residences, transportation services and health insurance of teachers. Further more teachers had not lifelong satisfaction by being teachers with total mean scores failed on ($M=3.16$) and finally majority of the teachers agreed that they stayed in the profession because they had no option of another job opportunity as the mean score failed on ($\bar{x} = 3.68$).

1. III. The findings of this study demonstrated that; teachers were not satisfied with promotion to a better position and the total mean score failed ($M=2.66$). They were not satisfied with the opportunity to advance their educational status through on job training and development ($M=2.43$); were not satisfied with the rewards given for their good performances ($M=3.02$); were not satisfied with the availability of ICT in their schools ($\bar{x} =1.58$) and also were not satisfied with the students' academic performance ($M=1.82$).

1. IV. The findings underscored that; the level of teachers' satisfaction with school related issues was low, that the average mean score of the table is failed with ($M=3.05$), $SD= 1.158$) mean scores. This indicated that teachers were moderately satisfied with school related issues. Teachers were moderately satisfied with the rules and regulations of their schools, because the instructional leaders failed to make them clear about the rules and regulations of their school with the total mean score failed ($M=3.46$); this indicated that, teachers were moderately satisfied with them; they were not satisfied with the opportunity given to them to participate as an in- charge person in their schools ($M=3.34$); were not satisfied with the individual deference respected in their schools ($M=3.11$); were not

satisfied with the awareness created on the vision, mission and goals of their schools ($M=2.97$) and were not satisfied with the work-load assigned to them ($M=2.47$). The above total mean scores respectively indicated that the level of teachers' job satisfaction is low.

1. V. The findings of the study revealed that; the level of teachers' satisfaction with issues related with Interpersonal / Social / affairs was moderate, that the average mean score of the table is failed with ($M=3.08$, $SD= .817$) mean scores; even though In item 1 of the same table teachers, principals and supervisors respectively agreed that teachers had good relationship with their staffs / co-workers / with the total mean score ($M=4.07$); at the same time teachers were not satisfied with the respect ion given by students to them ($M=3.08$); the teachers' relationship with their instructional supervisors and their students is underscored respectively with the same total mean scores ($M=3.63$); they were not satisfied with the support given by parents and community for their efforts ($M=2.13$) and were strongly dissatisfied with the time they had to participate in their social affairs, ($M=1.99$) which is not enough.

1. VI. The findings of the study indicated that; the level of teachers' satisfaction with Issues related with environment and resources was very low, that the average mean score of the table is failed with ($M=2.72$, $SD= .847$) mean scores. Teachers were not satisfied with the resource availability of their schools to perform their job effectively, with the total mean score failed ($M=2.27$); they were not satisfied with the appropriateness of working conditions in their schools ($M=2.23$); they were not satisfied with the flexibility of working schedule given by their schools ($M=3.27$) and were not satisfied with their living condition in their local community ($M=3.27$). Based on the average mean scores of the 6 tables above, it can be easily summarized that the level of teacher's job satisfaction is low.

2. The findings of the study revealed that; teachers, principals and cluster supervisors agreed with the issues related with causes for the level of teachers' job satisfaction on table 11, with the average mean score failed on ($M=3.98$, $SD= .749$). This indicated that all the respondents agreed with the causes for the level of teachers' job satisfaction raised

on table 11. The respondents agreed that the schools' vision, mission and goals were not clearly understood by all the teachers with the total mean score failed on ($\bar{x} = 3.89$); they agreed with the low level of teacher's salary with the total mean score failed ($M=4.34$); they also agreed that the School leadership and management need to be improved ($M=4.15$); they agreed that the instructional supervision at schools was not appropriate ($M=4.03$); the respondents also agreed that most teachers have wrong perception on their own profession and there was lack of commitment ($M=3.92$); they agreed that most teachers had excessive period allocation / too much work load ($M=3.80$); they also agreed that the opportunity for on job training and development was unsatisfactory ($M=3.99$); they agreed that instructional materials, working conditions and support were not adequate at schools ($M=4.03$); the respondents almost agreed that the student's misbehavior /discipline/ is one of the problems to work in schools with the total mean score ($M=3.59$) and the teachers agreed that, in current situation, being a teacher is not as much attractive when compared with jobs in other organizations in the area with the total mean score ($M=4.05$).

The interview held with WEO experts confirmed that instructional leaders at schools had higher responsibilities than other higher level leaders, on supporting and guiding teachers in order to bring the higher level of satisfaction on their job, but they were not able to do so. Thus it is possible to summarize that they have higher responsibility of supporting teachers in order to raise the level of satisfaction of teachers on their job.

3. The findings of the study indicated that; the three groups of respondents were strongly agreed with the issues related with the strategies to raise the level of teachers' job satisfaction mentioned on table 12, with the table average mean score failed on ($M=4.49$, $SD= .601$). the Strategy to raise the level of teachers' job satisfaction by giving more training to instructional supervisors in order to improve their skills was agreed by all respondents with the total mean score failed on ($M=4.39$); the teachers were agreed by the strategy of making the schools vision, mission and goals clear and understood by all the teachers with the total mean score ($M=4.42$); they were strongly agreed with the strategy of increasing teachers' salary, and fringe benefits ($M=4.63$); were also agreed with the strategy of improving school leadership and management ($M=4.44$); they were agreed with the strategies of teachers' training and retraining, assuring reasonable workload, and Providing adequate instructional materials, working conditions and support with the same

total mean scores (M=4.47) respectively; they were strongly agreed with the strategy of employing teachers committed to the profession (M=4.53) and finally they were strongly agreed with the strategy of assuring teachers' sustainability on their profession with the total mean score (M=4.53).

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The evidences allow the researcher to conclude that; the level of teachers' satisfaction on their job is very low, that can be seen from the average mean scores of table 1 to table 6 failed on ($\bar{x} = 2.58$) thus, teachers were not satisfied with their job. As a result the teachers did not get enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Therefore, from the above results one may conclude that the level of teachers' job satisfaction is low. Thus, instructional leaders did not continuously encourage teachers by identifying their instructional strengths and weakness, and continuously follow up to help them to fill their professional gaps. This may resulted the ineffectiveness of students' achievement, teachers' initiation, as well as the schools goal achievement.
2. Based on the findings, the researcher concluded that, the main cause for the low level of teachers' job satisfaction were:- un-clarity of school vision, mission and goals, teachers' low level of salary and fringe benefits, inadequate school leadership and management, inappropriate instructional supervision, teachers' wrong perception on their profession, excessive period allocation, in-adequate on-job training opportunity, insufficient instructional materials and working conditions, and less attraction of teaching profession when compared with others. Accordingly, from the above findings, one may conclude that, teachers were not properly assisted, guided, and supported by instructional leaders. So, instructional leaders did not arrange school environments in order to enhance the level of teachers' satisfaction on their job.
3. Based on the findings of the study, since issues related with the strategies to raise the level of teachers' job satisfaction were strongly agreed with teachers, principals and cluster supervisors, the evidences safely allow the researcher to conclude that the strategies are very crucial in the way that teachers can gain professional support and

guidance from instructional leaders; in order to improve their instructional skills and make them to fill their professional gaps. Thus, the researcher can conclude that, in order to raise the level of teachers' job satisfaction, more trainings of instructional supervisors and teachers, clarity of school vision, mission and goals, increasing teachers' salary, improving school leadership and management, assuring reasonable workload, providing adequate instructional materials and working conditions, employing committed teachers for the profession and assuring teachers' sustainability in their profession are key roles to be played. From the above findings one may conclude that the strategies mentioned here above to raise the level of teachers' job satisfaction are seriously important.

5.3 Recommendation

Based on the findings of the study, the following recommendations are drawn to maximize the level of teachers' job satisfaction in Adama Woreda government Primary Schools:

1. I. The findings of the study revealed that, the level of teachers' job satisfaction with the issues related with leadership, supervision and recognition is very low. Instructional leaders did not regularly give administrative support, guidance, proper supervision, and recognition for the better work done by teachers. They were not able to give feed backs for teachers in order to fill their professional gaps. To this end, the Adama Woreda education office and East shoa Zone education department in collaboration with cluster school centers and other voluntary organizations must provide training for instructional leaders on good governance, leadership, supervision, and recognition of teachers' better works.

Instructional leaders in particular are advised to give regular administrative support, proper guidance, and supervision, with recognition for the better job done by teachers; they also should be able to give constructive feedbacks for teachers in order to fill their professional gaps and conduct action researches to solve the day to day instructional problems. Due to that they may be able to raise the teachers' job satisfaction.

1. II. As the findings of the study revealed that the level of teachers' job satisfaction with the issues related with Salary, incentives, fringe benefits, and work life balance was very low. To this effect, Salaries and incentives for teachers were insufficient; low provision of residential houses, lack of transportation service and health insurance. To this end, the Adama Woreda education office, East shoa Zone education department and Oromiya regional education bureau in collaboration with other external aid organizations, should be able to revise and increase the teachers' salary in a way that cover their basic needs;

arrange different ways of offering incentives and fringe benefits, should be able to allocate houses nearer to the schools where teachers were teaching; or facilitate house allowances in some towns to subsidies teachers who were suffering with expensive house rents; arrange means of transportations as much as possible and provide health insurance for teachers and their family. By doing this it may be possible to stop the brain drain from education sector, and the teachers would retain in their profession, and finally the level of teachers' satisfaction on their job will increase at large.

1. III. As the findings of the study revealed that the level of teachers' job satisfaction with the issues related with promotion and advancement is still low. To this effect promoting teachers to a better position within their schools was very less; opportunities to advance their educational status through on job training were limited; rewards given for their good performances were unsatisfying; the availability of ICT in their schools was very poor and as the result, the students' academic performance was also insufficient. To this end, the school principals, the cluster supervisors in collaboration with Adama Woreda education office, should be able to promote potential and experienced teachers to a better positions; must increase the opportunities to advance teachers' educational status through different ways of on job trainings; should be able to reward properly, the teachers with good performance; should be able to maximize the availability of ICT in the schools in order to excel the opportunity for new informations and ideas and be able to create conducive school environment, as the result they should be able to maintain the students' academic performance.

1. IV. As the findings of the study revealed that the level of teachers' job satisfaction with school related issues is low. To this effect the rules and regulations of the schools were not clearly understood; the participation of teachers in different decision making positions was also limited; the individual deference respected in the schools was unsatisfactory; the awareness created on the vision, mission and goals of the schools was not satisfying and the work load assigned to teachers was not reasonable. To this end, the school principals, and the cluster supervisors in collaboration with other instructional leaders in schools should be able to make teachers understand clearly the rules and regulations of the schools; should enable teachers to participate in different decision making positions such department head, unit leader and deferent committee members; they should assure the respectation of individual differences in all schools; they should create sufficient awareness

on vision, mission and goals of the schools and must be able to assign teachers with reasonable workloads.

1. V. As the findings of the study revealed that the level of teachers' job satisfaction with issues related with Interpersonal / Social / affairs was very low. To this effect, even though teachers were respecting each other, students' were not respecting teachers' as expected; the teacher's relationship with instructional supervisors and their students was also not as expected; the support given by parents and community for teachers' efforts was very less and the teachers had no enough time to participate in their social affairs due to extra duties to be accomplished out of the schooling times, such as make up classes, co curricular activities, committee meetings etc. To this end, the school principals, instructional supervisors, PTA, and teachers themselves should work hand to hand to enhance students' awareness on respecting their teacher as much as possible; the instructional supervisors should be able to create good atmospheres and use mechanisms of encouraging relationship with teachers, rather than autocratic relationships; the teachers should also be able to create healthy relationship with their students in a way that make the students more closer and transparent to them honestly, rather than harsh relationships; the PTA should work hard on issues that make the parents and the community to support teachers' efforts at large in a such a way that community mobilizations and creating community participatory programs.

1. VI. The findings of the study indicated that; the level of teachers' satisfaction with Issues related with environment and resources was very low. To this effect teachers were not satisfied with the resource availability of their schools to perform their job effectively; they were not satisfied with the appropriateness of working conditions in their schools; the flexibility of working schedules; and were not satisfied with their living condition in their local communities. To this end, the school management, the community, Adama woreda education office, East shoa Education desk in collaboration with Oromiya education bureau, should be able to assure the availability of necessary resources in order to help the teachers to perform their job effectively; the school management and the instructional leaders at school level should be able to create conducive environment of the schools in order to bring appropriate working condition; specially the instructional leaders are strongly advised to prepare flexible and clear annual academic schedules in a visible way; the school management and PTA should be able to work hard with the community in a way that the community may understand the efforts of teachers, and give value for

teaching profession, and respect teachers for their fabulous work. on the other hand teachers themselves should take a great care on the way that they live in a local community, being a teacher means being a role model of that given community, so teachers are advised to live among and within the community as a lights of that community, by guiding and directing them in order to bring integrated human development in and out of the schools. The integration of teachers and local community would be a good solution for the teachers to live safely in their local communities.

2. The findings of the study revealed that, the main causes for the low level of teachers' job satisfaction were:- un-clarity of school vision, mission and goals, teachers' low level of salary and fringe benefits, inadequate school leadership and management, inappropriate instructional supervision, teachers' wrong perception on their profession, excessive period allocation, in-adequate on-job training opportunity, insufficient instructional materials and working conditions, and less attracting environment of teaching profession when compared with others. To this end the Oromiya education bureau in cooperation with MoE, East shoa education desk, Adama wereda education office, the school management and the community at large, should give a serious attention to implement the above recommendations, in order to improve the teachers' job satisfaction, which is the backbone to bring the educational quality in general.

3. The findings of the study revealed that, the main strategies to raise the level of teachers' job satisfaction are:- more trainings of instructional supervisors and teachers, clarity of school vision, mission and goals, increasing teachers' salary, improving school leadership and management, assuring reasonable workload, providing adequate instructional materials and working conditions, employing committed teachers for the profession and assuring teachers' sustainability in their profession. To this end, the principals including all the school management members should be able to state sound vision, mission, and goals of the schools when they prepare strategic plans, and able to disseminate them to all the teachers and also to other workers in a way that they could understand clearly in order to work accordingly; the Oromiya education bureau should take a lion's portion in increasing teachers' salary level and be able to facilitate necessary benefits in order to enhance teachers' satisfaction and retention on their job; the current school management and leadership should be revised until the right personnel take the position. The assignment of school principals should be based on the capability of leadership skills

based on educational background; instructional supervisors should be able to get more training and retraining in order to improve the relationship between them and teachers, that create effective and efficient instructional activities, in a way that teachers would be satisfied on their job; the Adama wereda education office and cluster supervisors in cooperation with school principals should design a strategies for training and discussion forums for all teachers in a way that they may revise their insights on their profession; Adama woreda education office should be able to employ more teachers to increase the number of teachers in every school until all schools have sufficient number of teachers in order to allocate reasonable periods and other workloads; Oromiya education bureau in cooperation with MoE and other aid organization, should be able to find ways in order to have sufficient opportunity of on job training for the needy teachers in every level; Adama wereda education office and cluster supervisors in cooperation with school principals should work together in order to fulfill the instructional materials by using different aid sources and community participation properly, the school principals as a leader, also should be able to create suitable and attractive working conditions in their schools; the educational leaders in general and the instructional leaders in particular should be able to work hard in a way that the teaching profession is more attractive than any other profession in the woreda.

The woreda education office particularly should be able to create a special forum for teachers training in order to make teachers having clear perception on self awareness. Finally, to address the problems in a better way, it can be suggested that further studies need to be conducted in this area with regard to; the level of teachers' job satisfaction; supervisors and teachers perception on the profession; the outlook of the society on teaching profession; and conduct similar study on a way that the committed teachers to come to the profession etc.

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Appendix-A₁: Questionnaire for teachers only

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management (EdPM)



This Questioner will be filled only by the Teachers.

The purpose of this questionnaire is to collect data for the study entitled “The level of teachers satisfaction on their job in Adama Woreda Selected primary schools”.

Job satisfaction is important to recruiting and retaining strong teachers. Your participation in the study is voluntary. There is no penalty if you do not participate. However, your responses are very important for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. The responses you give will be combined with those of others and used only for the purpose of the study. Your responses will not be individually identified to others. Information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Part I: General information and personal data

Indicate your response by using "√" or "X" in the blank space provided.

1. Name of the School _____
2. Gender: - 1) Male _____ 2) Female _____
3. Work experience: 1) 1-5 years _____ 2) 6-10 years _____ 3) 11-15 years _____ 4) 16-20 years _____
5) 21-25 years _____ 6) 26-30 years _____ 7) 31 and above years _____
4. Educational background: 1) Certificate (TTI) _____ 2) Diploma _____ 3) First degree _____ MA degree _____

Rating Key

5=VH, meaning, Very High

2= L, meaning, Low

4= H, meaning, High

1=VL, meaning , Very Low

3=U, meaning, Undecided

Part II. Specific Items on the level of teachers’ job satisfaction, their causes, and strategies.
The level of teachers’ job satisfaction based on **teachers’ point of view**.

I. Related with Leadership, Supervision and Recognition

No.	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	What is the level of your satisfaction with the administrative support and guidance given by your instructional leaders?					
2	What is the level of your satisfaction with recognitions given for your better performance?					
3	To what extent you are initiated to perform more and effective job further? .					
4	To what extent you are satisfied with the feedback offered by your instructional leaders to fill your professional gaps.					
5	What is the level of your satisfaction by the recognition given from the society to your profession?					
6	To what extent you are satisfied with the support given by your professional association.					

II. Related with Salary, incentives, fringe benefits, and work life balance.

No .	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	To what extent you are satisfied with your present salary?					
2	To what extent you satisfied with the pay incentives done by the education sector?					
3	To what extent you are satisfied with your profession, when you compare it with other professions?					
4	What is the level of your satisfaction, if your salary covers all your basic needs?					
5	To what extent you are satisfied that your salary is equivalent with the input you afford for the job?					
6	To what extent you are satisfied with the benefits earned from the education sector?					
7	To what extent you are satisfied with the house allowance and the residence place provided?					
8	To what extent you are satisfied with the transportation service facilities?					
9	What is the level of your satisfaction with health insurance offered by education sector?					
10	To what extent your are satisfied by being a teacher?					
11	To what extent you are satisfied by staying on this job for your lifetime?					

III. Related with Promotion and Advancement

No.	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	To what extent you are satisfied by being promoted to a better position?					
2	To what extent you are satisfied with the opportunity to advance your educational status through on job training?					
3	To what extent you are satisfied by teaching in grade and school level that matches with your experience and qualification?					
4	To what extent your are satisfied with the rewards given for your good performances?					
5	To what extent you are satisfied with the availability of ICT in your school?					
6	To what extent you are satisfied with the students' academic performance?					

IV. School related issues

No.	Item	Scales				
		SA	A	U	D	SD
		5	4	3	2	1
1	To what extent you are satisfied with rules and procedures of your school?					
2	To what extent you are satisfied with the opportunity given to you as in charge person in your school?					
3	To what extent you are satisfied with the empowerment given to you?					
4	To what level you are satisfied with the individual deference respected in your school?					
5	To what level you are satisfied with the awareness created on the vision, mission, and goals of your school?					
6	To what extent you are satisfied with the work-load assigned to you?					

V. Related with Interpersonal / Social /affairs

No.	Item	5	4	3	2	1
1	To what extent you are satisfied with good relationship with my staffs / co-workers /?					
2	To what extent you are satisfied with the students' good behavior and academic performance?					
3	To what extent you are satisfied with the relationship with your instructional supervisors?					
4	To what extent you are satisfied with good relationship with your students?					
5	To what extent you are satisfied with the support of Parents and community for your effort?					
6	To what extent you are satisfied with the enough time to participate in your social affairs?					

VI. Related with Environment and Resources

No.	Item	5	4	3	2	1
1	To what extent you are satisfied with the resources of your school which enabled you to do your job effectively?					
2	To what extent you are satisfied with the working conditions in your school?					
3	To what extent you are satisfied with the flexible working schedule of your school?					
4	To what extent you are satisfied with the living condition in your local community?					

Could you mention some other factors that can show the level of teachers' job satisfaction?

Thank you for your cooperation

Sincerely,

Aman Dessalegn ,
Mobile: 0911988748

February 2016
Email: amandes435@gmail.com

ተቀጽላ ሀ፡ የጽሁፍ መጠይቅ

አዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

ይህ ቃለ-መጠይቅ የሚሞላው በመምህራን፣ በርዕሠ መምህራንና በሱፐርቫይዘሮች ነው።

የዚህ ቃለ-መጠይቅ ዋና ዓላማ፡ መምህራን በሥራቸው ላይ ያለው መነቃቃትና እርካታ የተሟላ እንዳይሆን እንቅፋት የሆኑ ተግዳሮቶችን ለይቶ ለማወቅ ሲሆን በተለይ በዚህ በአዳማ ወረዳ ከሚገኙ አንደኛ ደረጃ ት/ቤቶች መካከል በተመረጡት ት/ቤቶች ላይ ለሚደረግ ጥናት ትክክለኛ መረጃ መሰብሰብ ነው። ለዚህ ጥናት ስኬታማነት የእርስዎ ንቁ ተሳትፎ ወሳኝ ነው። እርስዎ የሚሰጡት ትክክለኛ ምላሽ ለጥናቱ ስኬት ወሳኝ ሚና ስለሚጫወት እባክዎትን ትክክለኛውን ምላሽ በመስጠት ይተባበሩ።

እርስዎ ይህን ቃለ-መጠይቅ የሚመልሱት በመልካም ፈቃድዎ ስለሆነ በጥሩ ፍላጎትና በነቃ ተሳትፎ እንደሚመልሱልኝ ተስፋ አደርጋለሁ። ስለዚህ ሁሉንም ጥያቄዎች በሚገባ አንብበው ተገቢውን ምላሽ እንድሰጡ በትህትና እጠይቃለሁ። በዚህ ቃለ-መጠይቅ የሚመልሱአቸው መልሶች የሚያገለግሉት ለምርምር ሥራው ዓላማ ብቻ የሚውሉ ይሆናሉ። እባክዎ ቃለ-መጠይቁን መሙላት ከመጀመርዎ በፊት ቀጥሎ ያሉትን ነጥቦች በሚገባ ያስተውሉ።

1. በቃለ-መጠይቁ ወረቀት ላይ ስምዎን መጻፍ አያስፈልግም
2. እያንዳንዱን ጥያቄ ከመመለስዎ በፊት በሚገባ ያንብቡ
3. ቃለ-መጠይቁን ለመመለስ ማንንም ሰው ማማከር አያስፈልግም
4. በሠንጠረዥ ላይ ለመልስ በተዘጋጁ ክፍት ቦታዎች ውስጥ የ "✓" ወይም የ "X" ምልክት በመምረጥ ይጻፉ
5. ጥያቄዎቹን በክፍል ሳይሆን ሙሉ በሙሉ ይመልሱ

የመልስ አሰጣጥ ደረጃዎች

5= VH ማለት “በጣም ከፍተኛ”

4= A ማለት “ከፍተኛ”

3= U ማለት “ እርግጠኛ አይደለሁም ”

2= D ማለት “ ዝቅተኛ ”

1= SD ማለት “ በጣም ዝቅተኛ ”

ከነዚህ ከላይ ከተጠቀሱት መካከል የሚስማማዎትን በመምረጥ ከጥያቄዎቹ ፊትለፊት በተሰጠው ሠንጠረዥ ውስጥ በመሙላት ይመልሱ።

ክፍል አንድ፡ አጠቃላይ የእርስዎ ሁኔታ

በተሰጡት ነጥቦች ውስጥ የ"✓" ወይም የ"X" ምልክት ይጠቀሙ

1. የት/ቤትዎ ስም_____
 2. ጾታ ወ_____ሴ_____
 3. የሥራ ልምድ፡- ከ1-5 ዓመት_____ከ6-10 ዓመት_____ከ11- 15 ዓመት_____ከ16-20 ዓመት_____ከ21-25 ዓመት_____ከ26-30 ዓመት_____ከ31 ዓመት እናበላይ_____
 4. የትምህርት ደረጃዎ፡- ሴንቲኬት(TTI)_____ዲፕሎማ_____ዲግሪ_____ማስተርስ ዲግሪ_____
 5. አሁን ያሉበት የሥራ ሃላፊነት፡- መምህር_____ርዕሠ መምህር_____የክላስተር ሱፐር ቫይዘር_____
- ስለቀና ትብብርዎ በቅድሚያ ምስጋናዬ የላቀ ነው።

ክፍል ሁለት፡ መምህራን በሙያ ሥራቸው የመነቃቃትና የዕርካታ ደረጃ፤ ዋና ዋና ምክንያቶችና የመፍትሔ አቅጣጫ እስትራቴጂዎችን በተመለከተ

1. የመምህራን በሙያ ሥራቸው የመነቃቃትና የመርካት ደረጃ ምን ይመስላል

ተ.ቁ	ዋና ዋና ነጥቦች	ደረጃዎች				
		VH 5	H 4	U 3	L 2	VL 1
1	አመራር፤ ሉፐርቪገርንና ለጥሩ ሥራ የሚሰጥ ዕውቅናን በተመለከተ					
1	ከት/ቤታችን አስተዳዳሪዎች በሚሰጠው ድጋፍና፤ አመራር፡ምን ያህል ረክተዋል?					
2	በመማር ማስተማር ሥራዎ ላይ ላሳዩት ጥሩ ሥራ ከቅርብ አለቆች በተሰጠው ዕውቅና ምን ያህል ረክተዋል?					
3	በቅርብ አለቆች የሚሰጡ የሥራ ማበረታቻና ዕውቅና ሥራዎን በየጊዜው እንዲያሻሽሉ ምን ያህል አረካዎት?					
4	ከመማር ማስተማር ሥራ ሃላፊዎች በሚሰጡ ግብረ-መልሶች በሙያዎ ላይ ያለውን ክፍተት ምን ያህል አሟልቷል?					
5	ለመማር ማስተማር ሥራ ማህበረሰቡ በሚሰጠው ዕውቅናና ክብር ምን ያህል ረክተዋል?					
6	ከመምህራን ማህበር በሚሰጠው የሙያ ድጋፍና አጋርነት ምን ያህል ረክተዋል?					
II	ደሞዝ፤ ኢንሴንቲቭ፤ ጥቅማጥቅሞችና የኑሮ ሁኔታን በተመለከተ፡					
1	በአሁኑ ወቅት በሚከፈለዎት ደሞዝ ምን ያህል ረክተዋል?					
2	በትምህርት ሴክተር በሚደረገው የሥራ ማነቃቂያና ኢንሴንቲቭ ምን ያህል ረክተዋል?					
3	የመምህርነትን ሙያዎን ከሌሎች ሙያዎች ጋር ሲያነጻጽሩ መምህርነት ምን ያህል ያረካዎታ?					
4	በሚከፈለኝ ደሞዝ ሁሉም መሠረታዊ ፍላጎቶቼ ምን ያህል ተሟልቷል?					
5	የሚከፈለዎት ደሞዝ ለሚሠራው ሥራ ምን ያህል ተገቢና ተመጣጣኝ ነው?					
6	ከሌሎች ሴክተር መሥሪያ ቤቶች ጋር ሲያነጻጽሩ ከመሥሪያ ቤታችን በሚሰጡት ጥቅማጥቅሞች ምን ያህል ይረካሉ?					
7	የመኖሪያ ቤት ወይም ለቤት ክራይ የሚሰጠኝ ድጋፍ በአንድ አካባቢ ተረጋግተው እንዲሠሩ በምን ያህል አግዞት?					
8	በትራንስፖርት በኩል የሚደረገው ድጋፍና ፋሲሊቲ ለሥራዎ መቀላጠፍ ምን ያህል ረዳኝ ይላሉ?					
9	ለርስዎና ለቤተሰብ በሚሰጠው የህክምና ድጋፍ ምን ያህል ረክተዋል?					
10	መምህር በመሆንዎ በህይወት ዘመንዎ ሁሉ ምን ያህል ኩራትና እርካታ ይሰማዎታል?					
11	ከመምህርነት ሙያ ሌላ የሥራ አማራጭ ቢያገኙ ምን ያህል ይደሰታሉ?					

ተ.ቁ	ዋና ዋና ነጥቦች	ደረጃዎች				
		VH 5	H 4	U 3	L 2	VL 1
III	የሥራ ዕድገትንና መሻሻልን በተመለከተ					
1	እስካሁን ባገኙት የሥራ ዕድገትና መሻሻል ምን ያህል ረክተዋል?					
2	የትምህርት ደረጃዎን ለማሻሻል በሚሰጡ የሥራ ላይ ሥልጠናዎችና በተፈጠሩት ሌሎች ምቹ ሁኔታዎች ምን ያህል ረክተዋል?					
3	የማስተምርበት ት/ቤትና የክፍል ደረጃም ጭምር ከትምህርት ደረጃዎና ከሥራ ልምድዎ ጋር ምን ያህል ተመጣጣኝ?					
4	ላበረከቱት መልካም አስተዋጽኦ ከሥራ ሃላፊዎች በሚደረጉ ሽልማቶች ምን ያህል ረክተዋል?					
5	በትምህርት ቤታችሁ ባለው የኢንፎርሜሽን ቴክኖሎጂ ግብአት ምን ያህል					

	ረክተዋል?					
6	በተማሪዎች ውጤት ምን ያህል ተደስተዋል?					
IV	ከትምህርት ቤት ጋር የተያያዙ ጉዳዮችን በተመለከተ	5	4	3	2	1
1	በትምህርት ቤታችሁ ባሉ ፖሊሲዎች፣ ደንቦች፣ ህጎችና ሥነ-ሥርዓቶች ምን ያህል ረክተዋል?					
2	በትምህርት ቤታችሁ ውስጥ በሚገኙ ልዩ ልዩ ውሳኔ በሚሰጥባቸው ስብሰባዎች፣ ኮሚቴዎችና የሥራ ተግባሮች ተሳታፊ እንዲሆኑ ዕድል በማግኘትዎ ምን ያህል ረክተዋል?					
3	ለሚሠሩት ሥራና በተጨማሪም ለተሠጠዎት የሥራ ክፍል ሃላፊነት በሚደረግ ድጋፍና አክብሮት ምን ያህል ረክተዋል?					
4	በትምህርት ቤታችሁ ያለው ሠራተኛን እንደልዩነቱና እንደአስተሳሰብ ደረጃው ተቀብሎ ያለአድልዎ በማስተናገድ ብቃት ምን ያህል ረክተዋል?					
5	በትምህርት ቤታችሁ ራዕይ፣ ተልዕኮና ግብ ላይ ግልጽ በሆነ መልኩ ስለተፈጠረው ግንዛቤ ምን ያህል ረክተዋል?					
6	የሚሰጠዎት የክፍለ ጊዜ ብዛትና የሥራ ጫና ምን ያህል ተገቢ ነው?					
V	የእርስበርስና የማህበራዊ ጉዳዮችን በተመለከተ					
1	አብሮት ከሚሠሩ የሥራ ባልደረቦች ጋር ያለው መጣጣም ምን ያህል ነው ይላሉ?					
2	በትምህርት ቤታችሁ ሁሉም ተማሪዎች ለመምህራን የሚሰጡት ክብር ምን ያህል ነው?					
3	የትምህርት ሥራዎን ከሚከታተሉ የቅርብ የሥራ ሃላፊዎች ጋር ያለዎት ግንኙነት ምን ያህል ነው?					
4	ከተማሪዎችዎ ጋር ያለው ግንኙነት ምን ያህል ነው?					
5	ወላጆችና ማህበረሰቡ ለሥራዎ የሚሠጡት ድጋፍ ምን ያህል ነው?					
6	በማህበራዊ ጉዳይዎ ላይ ለመሳተፍ ያለዎት ጊዜ ምን ያህል በቂ ነው?					
VI	አካባቢና የትምህርት ግብአቶችን በተመለከተ					
1	በት/ቤታችሁ ውስጥ ያሉ የትምህርት ግብአቶች ሥራዎን በሚገባ እንዲሠሩ ምን ያህል ረድተውኛል ይላሉ?					
2	በትምህርት ቤታችሁ በተፈጠሩ ምቹ ሁኔታዎች ምን ያህል ረክተዋል?					
3	ትምህርት ቤታችሁ የሚሰጣችሁ የሥራ መርሃ-ግብር እንደሆኔታው የመሻሻል ሁኔታ ምን ያህል ነው?					
4	ባሉበት አካባቢ ከማህበረሰቡ ጋር በለዎት የማህበራዊ ኑሮ ሁኔታ ምን ያህል ደስተኛ ነዎት?					

15. እባክዎን ከነዚህ ሌላ መምህራን የረከቡት ወይም ያልረኩበት፤ ሁኔታዎች ካሉ ይግለጹ?

2. ለመምህራን በሙያ ሥራቸው አለመርካት ምክንያት ይሆናሉ ተብለው የሚገመቱ ዋና ዋና ነጥቦች

ተ.ቁ.	ዋና ዋና ነጥቦች	ደረጃዎች				
		SA 5	A 4	U 3	D 2	SD 1
1	የት/ቤቱ ራዕይ፣ ተልዕኮና ግብ በግልጽ የተቀመጠና በሁሉም መምህራን ዘንድ በቂ ግንዛቤ የተፈጠረለት አይደለም፤ ስለዚህ በደንብ አላውቀውም፡፡					
2	የመምህራን ደሞዝ ዝቅተኛ በመሆኑ ሳቢ አይደለም፡፡					
3	የት/ቤታችን አመራርና አስተዳደር ሊሻሻል ይገባዋል፡፡					
4	በት/ቤታችን ደረጃ ያለው የመማር ማስተማር ሥራ ሃይት ክትትልና ድጋፍ አሰጣጥ ተገቢና የተሟላ አይደለም፡፡					
5	አብዛኞቹ መምህራን በሙያ ሥራቸው ላይ የተዛባ አመለካከት በመኖሩ ምክንያት በትጋትና በቁርጠኝነት አቋም እያስተማሩ አይደለም፡፡					

6	አብዛኞቹ መምህራን በክፍለ-ጊዜ ብዛትና በሌላም የሥራ ሃላፊነት የተነሳ ክፍተኛ የሥራ ጫና አለባቸው።					
7	ለሥራ ላይ ሥልጠናና ለትምህርት ደረጃ ዕድገት ያለው ምቹ ሁኔታ በጣም አናሳ ነው።					
8	ለትምህርት ሥራ አስፈላጊ ቁሳቁሶች አቅርቦት፤ የሥራው ሁኔታና ባጠቃላይ በት/ቤት ደረጃ እየተሰጠ ያለው ድጋፍ በቂና አመርቂ አይደለም።					
9	ከተማሪዎች ያልተገባ ባህሪያና የዲሲፒሊን ችግር ጋር ተያይዞ የትምህርት ቤት ሥራ በጣም አስቸጋሪ እየሆነ መጥቷል።					
10	የመምህርነት ሥራ ከሌሎች መሥሪያ ቤቶች ጋር ሲነጻጸር ሳቢ አይደለም።					

14. ለመምህራን በሙያ ሥራቸው ላይ አለመርካት ምክንያት ናቸው የሚሉዋቸው ሌሎች ነጥቦች ካሉ ከዚህ በታች ባለው ቦታ ላይ ይጥቀሱ?

3. መምህራን በሙያ ሥራቸው ላይ መነቃቃትና እርካታን እንዲያገኙ ሊያግዙ የሚችሉ እስትራቴጂዎችን ከማሰብ አኳያ ሲታይ

ተ.ቁ.	ዋና ዋና ነጥቦች	ደረጃዎች				
		VH 5	H 4	U 3	L 2	VL 1
1	የመማር ማስተማር ሥራ ሂደቱን የሚከታተሉና የሚቆጣጠሩ አካላት ክህሎታቸውን እንዲያሻሽሉ ብዙ ሥልጠናዎች ያስፈልጋቸዋል።					
2	የት/ቤቱ ራዕይ፤ ተልዕኮና ግብ ግልጽና በሁሉም መምህራን ዘንድ የሚታወቁ መሆን አለባቸው።					
3	የመምህራን ደሞዝ፤ ማትጊያና ጥቅማጥቅሞች በተሻለ መልኩ መጨመር አለባቸው።					
4	የትምህርት ቤቱ አመራርና አስተዳደር ከምን ጊዜውም በላይ መሻሻል አለበት።					
5	መምህራን በሙያ ሥራቸው ላይ ያለባቸውን የተዛባ አመለካከት ለመቀየር በርካታ ሥልጠናዎችና የግንዛቤ መፍጠሪያ መድረኮች መፈጠር አለባቸው።					
6	ለመምህራን ተገቢና ተመጣጣኝ የሆነ ሥራና የሥራ ሃላፊነት መስጠቱ መረጋገጥ አለበት።					
7	ለመምህራን ተገቢ የሆኑ የትምህርት ቁሳቁሶች፤ ምቹ የሆነ የሥራ ሁኔታና ድጋፍ መስጠት አለበት።					
8	ለመምህርነት ሙያ ጠንካራ ዝንባሌና አቋም ያላቸው ተለይተው መቀጠር አለባቸው።					
9	የመምህራን በሙያቸው ላይ ረግተው የመቆየትና የመሥራት ፍላጎት መረጋገጥ አለበት።					

14. ከላይ ከተጠቀሱት እስትራቴጂዎች መካከል በይበልጥ ጠቃሚ ነው የሚሉት የትኛው ነው?

ስለመልካም ትብብርዎ ከልብ አመሠግናለሁ።

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February 2016
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GUCA GAAFANNO

YUNIVARSIITII SAAYINSII FI TEKNOOLOOJII ADAAMAA

Gucni Gaafanno kun kan gutamu Barsiistota, supparvayizaroota fi Dura Bu'oota manneen Barnootaatin ta'a.

Kaayyon Guca Kanaa Barsistotni Hojii Barsisumma irrati itti quufinsaa fi kaka' uumsi qaban gahaa akka hin taaneef rakkowwan jiran adda baasuf kan xiyyefate yoo tau, keessumattu manneen Barnootaa sadarkaa Tokkoffa Aanaa Adaamaa Jala Jiran irratti xiyyefatee qorannoo qodhamuuf Ragaa Funaanamudha. Milkaa'ina qoranno kanaatiif Hirmaannan keessan murteessadha. Deebiin gaafiwwan dhiyaataniif Isin Deebistan qoranno Kanaaf Ga'ee Bakka hin Bu'amne waan qabuuf deebii sirrii kennudhaan akka hirmaattan kabajaan Isin gaafadha.

Isin Gaafanno Kana kana kan deebistan Feedhii Guutudhaan Waan ta'eef, gaafiwwan dhaayatan Hundaa sirriti Dubbisudhan deebii sirrii akka deebistan kabaja Guddaadhan Isin Gaa fadha. Deebiin Isin gaafanno Kanaaf kennitan **hojii qorannotif Qofa kan oolu ta'a**.

- Gaafiwwan Kennamaniif Deebii deebisuudhaan Dura qabxiwwan armaan gadii sirritti xinxalaa.

Akkataa Deebidhaaaf Qabxiin Sadarkaadhan itti Kennamu

S = SA = Jechuun gutumaa gututti itti walii gala
4 = A = Jechuun Itti walii gala
3 = U = Jechuun Shakkin qaba
2 = O = Jechuun Itti walii hin galu
1 = SO = Jechuun Gonkuma itti walii hin Galu

Haala armaan Olitti Kaa'amen wanta isinitti Dhagahame Filachuudhaan iddo duwwa Gaaficha Fuldura jiru keessetti guutudhaan haa deebifnu.

1. RAGAA WALIIGALAA NAMA GAAFFANNO KANA GUUTUU:- Iddo duwwa Gaaficha Fuldura jiru Keessatti guutudhaan haa deebifnu

1. Magaa mana Barumsichaa _____
2. Saala Dhiiraa _____ Dubra _____
3. Muxanno Hojii :- wagga 1 - 5 _____ wagga 6 - 10 _____, wagga 11 - 15 _____, wagga 16 - 20 _____ wagga 21 - 25 _____ wagga 26 _____ 30 _____ wagga 31 fi Isaa Ol _____

**IDDO DUWWA KENNAMANIITI MALLOTTO “√” “YOOKEN “X”
“FAYYADAMUDGAAN HAA DEEBIFNU**

1. Maqaa mana Baumsa _____
2. Saala Dhiira _____ Dubra _____
3. Muxanno Hojii :- wagga 1- 5 _____ wagga 6 -10 _____ wagga 11 - 15 _____ wagga 16 - 20 _____ wagga 21 - 25 _____ wagga 26 - 30 _____ wagga 31 fi isaa Ol _____
4. Sadarka Barnoota :- Sartafi keetii (TTI) _____ Diplooma _____ Diigrii _____ digrii Lammaffa _____
5. Yeroo amma Itti gaafotamumman kessan:- Baarsiisa _____ Dura Taa'aa _____ supparaayizaroota Kilastraa _____

SADARKAA KAKA'UMSAA FI ITTI QUUFINSAA BARIISTOTOTNI OGGUMMA BARIISUMMATIIF SABABOOTA IJOO FI FURMAATA GAMA ILAALATUN

Sadarkaan itti quufinsaa fi kaka'umsaa Barisiistotni oggummaa Barsiisumma irratti qaban maal fakkaata

I. BEEKAMTIN QAMOLEN BULCHIINSAA FI SUPPERVAYIRAROOTAA HAJII GAARIIDHAAF KENNAN GAMA ILAALATUN

Lakk	Qabxiiwwan ijoo	sadarkaa				
		SA	A	U	D	SD
		5	4	3	2	1
1	Deegarsi ani bulchiinsa mana Barumsaa koo irraa argadhuun quubsaadha					
2	Hojii gaarii Baruuf Barsiisu irratti ani agarsiseen hoggantotni M/B na jajabeessu, Beakamtis naaf kennaniru					
3	Beekmti fi Deegersa Hoggantoota Kiyyan naaf kenname Jabaadhe akkan wajjedhuu fi fooyaa'uuf na gargaare jira					
4	Adeemsa Baruuf Barsiisu keesatti dub-deebiin Hoggantootni koo naaf Kennan na fayyade jira					
5	Kabajaa fi Beekamti Hawaasni ogumma Barrisummattif Kennuun baay'ee gamadeera					
6	Deggarsi Woldaan Barsiistoota ogumma barsiisummaa irratti naaf godhan Bearee na gammachisera					

II. MINDAA, HAALA JIREENYAA FI FAAYDAAWWAN GARAGARAA GAMA ILAALATUN

Lakk	Qabxiiwwan ijoo	sadarkaa				
		SA	A	U	D	SD
		5	4	3	2	1
1	Mindan yeroo amma naaf kofalamu gahaa fi quubsaadha					
2	Hojii seektora bernoota irrotti dammaqinsi f faaydaawwan dabalataan kennaman qubsaadha					
3	Oggumaa borsiisumaa fi kan biroo wal bira yoon gabu akka ogumma borsiisumntti kan jaladhu hin jiru					
4	Mindan naaf kafalamu Feedhiwan Bu'uura koo hunda haaf uwisa					
5	Mindan orgadhuu kan Hojiin koo wajjin wal-madaaluu fi kan naaf maludha					
6	Faayidaawwan gara gara wajjirra keenyarra argadhu saakfera biraa wajjin wal bira yoon qabu na gammachera					
7	Mana jireenya ykn kafalti kiraa mana jireenyatiif deegarsi naaf godhamu hoji koo tasgabidhaan akkan hojjedhu na dandeesiseera jira					
8	Deggarsi gama gejjibaatiin naaf godhamu hojii koo irratti yaroodhan akkan argamee hojedhu na dandesise jira					
9	Deegarsii ana fi maatii kootif godhamu na gammachiisera					
10	Barsiisaa ta'uun kootin jireenya fi umri koo guutu akka ittin boonu fi gammadu na godhera					
11	Ogumma barsiisumma keessaa kanan ture carraa hojii biro waan dhabeefi					

III. DAGAAGINA OGUMMA FI SADARKA GUDDINA GAMA ILAALUN

Lakk	Qabxiiwwan ijoo	sadrkaa				
		SA	A	U	D	SD
		5	4	3	2	1
1	Sadarka guddina hanga ammatti argadheen gammadera					
2	Sadarka Barnoota koo guddisuf leenjii hojirraa naaf keennamee fi carrawwan birootinis heddu gammadeera					
3	Manni barnoota ani itti barsiisu, sadarkan kuta ani barsiisuu fi muxxannon ani qobu ilaalcha keessa kan galee fi madalawaadha					
4	Guumaacha gaarii hojii kootin ani argamsiseen badhaasnii hoggantootni hojii naaf godhan na gammachiisara					
5	Teknoloojii Odefannoo mana Barumsaa keenya keessa jiruun baay'ee gammadeera					
6	Buu'aan Barattotaa ani barsiisu na gammachiseera					

IV. Dhimmota mana barumsichaa wajiin walqabatan gama ilalum

Lakk	Qabxiiwwan ijoo	Sadarka				
		SA	A	U	D	SD
		5	4	3	2	1
1	Seerota, dambiiwwan fi namusa mana barumsichatiin bay'ee gammedera					
2	Waltajiiwmani fi koorewwan gara garaa kaassatti akkan hirmadhuuf waan carraan naaf kennamuf baay'ee gammadeera					
3	Hojii naaf keennamefi angoo hojiiratti qabuun deegarsii fi kabajni naaf keennemu heeddu na gamaachiseera					
4	Hojjetotni mana barumsa loogii tokko malee ijaa walqixaatiin waan ilaalamanif fi kessumafamanif na gamachiisera					
5	Kaayyoo fi galma mana barumsichaa irratti hubannoo if it ta'ee waan naaf kennemeef na gammachiseera					
6	Baay'ini wayti fi hojiin biroo haaf kennamu madaalamaa fi sirrii waan ta'eef na qamachiiseera					

V. WALITII DHUFEENYAA FI JIREENYA HAWAASUMMA GAMA ILAALATUN

Lakk	Qabxiiwwan ijoo	5	4	3	2	1
1	Barsiistota mana barumsaa koo wajjin wallitti dhufeenya gaarii ta'een qaba					
2	Mana barumsaa koo keesatti barattootni barsitota sirritti kabaju					
3	Hoji Barsisumma koo dhiyooti kan horordofan hoggantoota m/b wajjiin walitti dhufeenya gaariin qaba					
4	Walitti dhuufaanyi ani barattota koo wajjin qabu gaariidha					
5	Deegarsii maatii fi hawaasni naannoo hojii koo irratti naaf kenna olaana dha					
6	Dhimmota Hawasumma Garagaraa irratti hiraamaachuuf yeroo gahaa qaba					

VI. Nannaawa Barnootaa fi meeshaalee baruf-barsiisuu gaama

Lakk	Qabxiiwwan ijoo	5	4	3	2	1
1	Meshaaleen baruufi basiisuuf olaan haala gahaa ta'een mana barumsaa keessa waan jiraniif hojii koo jirriti akkan haalaan hojjedhu na gargaaraniru					
2	Nannawa baruuf-barsiisu gaariin mana barumsa keenya keessa ni jira					
3	Sagantaan hajii mani barumsaa naaf basee akkata barbaadamuun fooyya'u kan dandahudha					
4	Nannon jiradhutii haala jireenya hawaasumatiin baay'ee gammadaadha					

ilaalatuun

5, Kanneen armaan olitti eramaniin ala halawwan barsiisotni hojii isaani irratti mira kaka'uumsa dabalani yookin hir'isaan yoo jiraatan bakka duwwa asii gadilti ha barreesinu

2. Sababoota jioo Barsiistotni ogumma Barsisummatti akka hin quufnee godhan

Lakk	Qabxiiwwan ijoo	Sadarkaa				
		SA	A	U	D	SD
		5	4	3	2	1
1	Kaayyo,galmaa fi ergama mana barumsaa irratti barsiistotni hundi hubbanno gahaa fi walfakkatu wan hin qabneef					
2	Mindaan barsiistota gadii anaa wan ta'eef nama hin hawwatu					
3	Haggansii mana barumsa keenya fooyya'u qaba					
4	Hordofiin adeemsa baruuf-barsiisu m/b keenya bifaa sirri fi gutuu ta'een waan hin adeemisifamneef					
5	Barsiistoni baay'een ilaalchi isaan ogumma barsisumma irratti gaban dogongoraa wan ta'eef ciminaa fi kutannodhaan barsiisa hin jiran					
6	Barsistoni heddun sababa baay'ina waytii if itti gafatammuma hoji birootin dhibba hojii irra jira					
7	Fooyya'insa sadarka Barnoota fi leenji hojjirra baay'ee gad anaadha.					
8	Meeshaaleen baruuf-barsisuu,walumaagalatti deggarsa fi hordifin godhama juru gahaa miti					
9	Rakkoo namusa barattota irraa kan ka'ee Hojiin barumsaa Rakkisa ta'aa dhufera					
10	Oggumman Barsiisumma hojii Wajjnoota biro wajiin yoo walbira qebnu Hawwata miti					

Sababni barsistoni Hojii isaanirratti akka itti quufaa hin taane taasisan yoo jiraate armaan gadiitti haa barreesinu

3.Barsistonni Ogumma barsiisumma irratti mirra kaka'umsaa fi ittia quufinsa akka horataniif tooftalee gargaran gama ilaalatun

Lakk	Qabxiwwan ijoo	sadarkaa				
		SA	A	U	D	SD
		5	4	3	2	1
1	Qaamoleen dhimma baruu fi barsisu hordoofanii fi to'aatan leenjiddhan dandeettin isaani Fooyya'u qaba.					
2	Kayyoon, ergamni fi galmi mana barumsichaa bifa ifa ta'een barsiistotaan kan beekaman ta'uu qaba.					
3	Mindaa fi faaydawwan garagaraa barsiistotaf dabalamu qaba					
4	Bulchiinsii fi Hoggantotni mana barnoot yeroo kam iyyu calla fooya'uu qaba					
5	Rakkon ilaalchaa barsiistota ogumma barsiisumma irraiti qaban akka sirra'uuf leenji fi hubannoo waltajii bal'aa ta'ee kannamu qaba					
6	Barsistotaaf hojii madalawaa fi angoo hojii kennamun isa mirkanaa'u qaba					
7	Barsiistootni haala hojii mijaawaa, meshaaleen Barnoota fi deegarsi barbachisaa angachu qabu					
8	Barsiistoni qacaraman ogumma barsisummatif ejennoo qajeela fi ilaalchaa gaari kan qabaan ta'uu qaba					
9	Barsiistootni hojii isaani irratti tasgabaahani akka hojjetanif feedhan qaban mirkanaa'u qaba					

Tooftalee armaan olitiin ala kan biroos yoo jira jettan arma gadditi barressa

Deegarsa naaf Gootaniif Galatoomaa!!

Appendix-B: Questionnaire for principals and cluster supervisors
Adama Science and Technology University
School of Educational Science and Technology Teachers Education
Department of Educational Planning and Management (EdPM)



This Questioner will be filled by School Principals and Supervisors.

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled “The level of teachers satisfaction on their job in Adama Woreda Selected primary schools”.

Job satisfaction is important to recruiting and retaining strong teachers. Your participation in the study is voluntary. There is no penalty if you do not participate. However, your responses are very important for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. The responses you give will be combined with those of others and used only for the purpose of the study. Your responses will not be individually identified to others. Information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Part I: General information and personal data

Indicate your response by using "√" or "X" in the blank space provided.

1. Name of the School _____
2. Gender: - 1) Male _____ 2) Female _____
3. Work experience: 1) 1-5 years _____ 2) 6-10 years _____ 3) 11-15 years _____ 4) 16-20 years _____
5) 21-25 years _____ 6) 26-30 years _____ 7) 31 and above years _____
4. Educational background: 1) Certificate (TTI) _____ 2) Diploma _____ 3) First degree _____ MA degree _____
5. Current work position: School principal _____ Cluster Supervisor _____

Rating Key

5=VH, meaning, Very High

4= H, meaning, High

3=U, meaning, Undecided

2= L, meaning, Low 1=VL, meaning , Very Low

4. The level of teachers' job satisfaction based on principals and cluster supervisors' perspectives.**I. Related with Leadership, Supervision and Recognition**

No.	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	To what extent you agree with the administrative support and guidance given to the teachers?					
2	To what extent you agree with the recognitions given to teachers for the better job done?					
3	To what extent you agree with the recognition given for the teachers' good work, and their initiation to perform more and effectively?					
4	To what extent you agree with the feedback given to teachers to fill their professional gaps?					
5	What is the level of your agreement for the recognition given from the society to the teaching profession?					
6	To what extent you agree with the support given to teachers by the professional association?					

II. Related with Salary, incentives, fringe benefits, and work life balance.

No.	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	To what extent you agree that the present salary of teachers is satisfactory?					
2	To what level you agree with the pay incentives for teachers done by the education sector?					
3	To what extent you agree that teachers satisfied with their profession, when they compare it with other professions?					
4	To what extent you agree that teachers' salary covers all their basic needs?					
5	To what extent you agree that the teachers' salary is equivalent with the input they afford for the job?					
6	To what level you agree with the benefits for teachers, earned from the education sector?					
7	To what extent you agree with the house allowance and the residence provided for teachers?					
8	To what level you agree with the transportation service available made teachers to manage their work on time.					
9	To what extent you agree with the health insurance of					

	teachers provided by education sector?					
10	To what extent you agree with teachers' life satisfaction of the profession?					

III. Related with Promotion and Advancement

No.	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	To what extent you agree that teachers' promotion to a better position is satisfactory?					
2	To what extent you agree with the opportunity to advance teachers' educational status through on job training?					
3	To what extent you agree that teachers were satisfied by teaching in grade and school level that matches with their experience and qualification?					
4	To what extent you agree that teachers were satisfied with the rewards given for their good performances?					
5	To what extent you agree that teachers were satisfied with the availability of ICT in their school?					
6	To what extent you agree that teachers were satisfied with the students' academic performance?					

IV. School related issues

No.	Item	Scales				
		VH	H	U	L	VL
		5	4	3	2	1
1	To what extent you agree that teachers were satisfied with policies, rules, regulations, and procedures of their school?					
2	To what extent you agree that teachers were satisfied with the chance given to participate in different decision making meetings and activities in the school?					
3	What is your opinion, that teachers were satisfied with the empowerment given to them?					
4	To what extent you agree that teachers were satisfied with the individual deference respected in your school?					
5	To what extent you agree that teachers were satisfied with the awareness created on the vision, mission, and goals of your school?					
6	To what extent you agree that teachers were satisfied with the period allocation/work-load/ assignment?					

V. Related with Interpersonal / Social /affairs

No.	Item	5	4	3	2	1
1	To what extent you agree that teachers have good relationship with their staffs / co-workers /?					

2	To what extent you agree that the students respect their teachers?					
3	To what extent you agree that the relationship b/n teachers and instructional supervisors is very good?					
4	To what extent you agree that teachers have good relationship with their students?					
5	To what extent you agree that the support given by Parents and community for teachers' effort is sufficient?					
6	To what extent you agree that teachers have enough time to participate in their social affairs?					

VI. Related with Environment and Resources

No.	Item	5	4	3	2	1
1	To what extent you agree that the sufficient resources of your school enabled teachers to do their job effectively?					
2	To what extent you agree that teachers were satisfied with the working conditions in your school?					
3	To what extent you agree that teachers were satisfied with the flexible working schedule of your school?					
4	To what extent you agree that teachers were satisfied with the living condition in their local community?					

Could you mention some other factors that, to what level teachers are motivated and satisfied? _____

2. The major causes for the level of teachers' job satisfaction in teachers', principals' and cluster

Supervisors' point of view.

Key: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

N o	Item	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	The schools vision, mission, and goals are NOT clearly stated and understood by all the teachers.					
2	Teacher's salary is low and NOT attractive. /Teachers' low salary level/					
3	School leadership and management need to be improved.					
4	Instructional supervision at schools is NOT appropriate.					
5	Most teachers have biased attitude on their profession-they are not committed to teaching.					
6	Most teachers have excessive period allocation / too much work load /.					
7	The opportunity for on job training and development is very low.					
8	Instructional materials, working conditions and support are not adequate at school.					
9	Poor student's behavior /discipline/ is a big problem to work in schools.					
10	The work of teaching is not attractive when compared with jobs in other organizations.					

11. What are other causes of teachers' dissatisfaction on their job?

3. The strategies to raise the level of teachers' job satisfaction in perspectives of teachers,

Principals and cluster supervisors.

Key: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

N o.	Item	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Give instructional supervisors more training to improve their skills.					
2	Make the schools vision, mission and goals clear and understood by all the teachers.					
3	Increase teachers' salary, and fringe benefits.					
4	Improve school leadership and management					
5	Give teachers more training and retraining to change attitude towards their profession.					
6	Assure reasonable work load for teachers.					
7	Provide adequate instructional materials, working conditions and support.					
8	Employ only, teachers committed to the profession.					
9	Assure teachers' sustainability on their profession.					

10. Which of the above strategies do you think is most important?

Thank you for your cooperation

Sincerely,

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February 2016
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Appendix-C: Interview

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management (EdPM)



Guides to interview conducted on Woreda Education Officers and cluster supervisors.

The purpose of this interview is to investigate the level of teachers' motivation and job satisfaction in Adama Woreda government primary schools. The information obtained from the respondents will help to improve the primary school teachers' motivation and job satisfaction. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. Woreda _____ Interviewee _____
2. Sex _____ 3. age _____ 4. Qualification _____ 5. Current position _____
6. Experiences in years as: Teacher _____ School principal _____
Cluster supervisor _____ Woreda education officer _____

Part II: Give your responses for the following questions.

1. *How do you perceive the teachers' motivation and job satisfaction in Adama woreda government primary schools? Can you mention some examples that indicate their satisfaction? If not, why?*
2. *In your opinion, what are the main factors that affect teachers' motivation and job satisfaction? Would you explain some among the most serious?*
3. *What kind of strategy would be the best to raise the teachers' motivation and job satisfaction? Can you give some practical examples based on your experience?*
4. *What do you think should be the immediate solution to sustain teachers' on their job?*

Thank you in advance for your genuine cooperation!

Appendix-D: The focus group discussion leading questions

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management (EdPM)

These questions were prepared for Cluster Supervisors and WEO. As a leading questions during the focus group discussion time.

The focus group discussion leading questions

1. What do think that the level of teachers' job satisfaction on the issues related with leadership, supervision, and recognition for the teachers' good work? Please would you discuss in detail your opinion?
2. What is your opinion about the teachers' job satisfaction with issues related with related with Salary, incentives, fringe benefits, and work life balance? Would you explain it in detail?
3. What is your opinion for the promotion and advancement of teachers? Do you agree that teachers' are satisfied with it?
4. What do you think about the School related issues, such as policies, rules, regulation etc. do you agree on that the teachers satisfied with these issues?
5. Can give your opinion on teachers' Interpersonal / Social /affairs, Environment and Resources, issues. Would you say something in detail on these issues? What is the level of teachers' satisfaction on these issues?
6. Can you mention some major causes for the level of teachers job satisfaction?
7. Finally, what do you suggest about the strategies to raise the level of teachers' job satisfaction? Please discuss in detail.

Appendix E: Annexed tables 6, 11, and 12

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II. Issues related with Salary, incentives, fringe benefits, and work life balance.

Table 6: Respondents View on issues related with Salary, incentives, fringe benefits, and work life balance.

No.	Item	Respondents	Response			ANOVA Computed F value	F critical
			Σ	$\bar{x}$	S.D		
1	To what extent you are satisfied with your present salary?	Teachers	134	1.75	.808	1.778	3.054
		Principals	19	2.11	.737		
		Supervisors	5	1.60	.548		
		Total	158	1.79	.799		
2	To what extent you are satisfied with the pay incentives done by the education sector?	Teachers	134	1.79	.814	1.026	3.054
		Principals	19	2.05	.911		
		Supervisors	5	1.60	.548		
		Total	158	1.82	.820		
3	To what extent you are satisfied with your profession, when you compare it with other professions?	Teachers	134	3.01	1.192	.657	3.054
		Principals	19	3.00	1.000		
		Supervisors	5	2.40	.894		
		Total	158	2.99	1.162		
4	What is the level of your satisfaction, if your salary covers all your basic needs?	Teachers	134	1.56	.741	1.023	3.054
		Principals	19	1.79	.419		
		Supervisors	5	1.80	1.304		
		Total	158	1.59	.732		
5	To what extent you are satisfied that your salary is equivalent with the input you afford for the job?	Teachers	139	1.68	.721	1.170	3.054
		Principals	19	1.95	.621		
		Supervisors	5	1.60	1.342		
		Total	158	1.71	.734		
6	To what extent you are satisfied with the benefits earned from the education sector?	Teachers	139	1.55	.762	1.089	3.054
		Principals	19	1.79	.535		
		Supervisors	5	1.80	.447		
		Total	158	1.59	.733		
7	To what extent you are satisfied with the house allowance and the residence place provided?	Teachers	134	1.78	1.031	.850	3.054
		Principals	19	1.47	.513		
		Supervisors	5	1.60	.548		
		Total	158	1.73	.974		
8	To what extent you are satisfied with the transportation service facilities?	Teachers	134	1.60	.832	.361	3.054
		Principals	19	1.47	.513		
		Supervisors	5	1.40	.548		
		Total	158	1.58	.792		
9	What is the level of your satisfaction with health insurance	Teachers	134	1.32	.620	.342	3.054
		Principals	19	1.47	.513		
		Supervisors	5	2.00	.707		

	offered by education sector?	Total	158	1.36	.620		
10	To what extent you are satisfied by being a teacher?	Teachers	134	3.17	1.295	.996	3.054
		Principals	19	3.26	.872		
		Supervisors	5	2.40	1.140		
		Total	158	3.16	1.249		
11	To what extent you are satisfied by staying on this job for your lifetime?	Teachers	134	3.70	1.011	.306	3.054
		Principals	19	3.58	1.170		
		Supervisors	5	3.40	.894		
		Total	158	3.68	1.024		
	Table average			2.09	.876		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value ($F_{critical}=3.054$), Σ =Sum,

$\bar{x}$ =Mean score, S.D=Standard Deviation

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2. Issues related with causes for the level of teachers` job satisfaction.

Table 11 : Respondents View on issues related with causes for the level of teachers` job satisfaction.

No.	Item	Respondents	Response			ANOVA Computed F value	F critical
			Σ	$\bar{x}$	S.D		
1	The schools vision, mission and goals are NOT clearly stated and understood by all the teachers.	Teachers	134	3.94	.783	3.034	3.054
		Principals	19	3.47	.841		
		Supervisors	5	4.00	.000		
		Total	158	3.89	.790		
2	Teacher`s salary is low and NOT attractive. /Teachers` low salary level/	Teachers	134	4.34	.755	.025	3.054
		Principals	19	4.32	.749		
		Supervisors	5	4.40	.548		
		Total	158	4.34	.745		
3	School leadership and management need to be improved.	Teachers	134	4.16	.681	.553	3.054
		Principals	19	4.05	.621		
		Supervisors	5	4.40	.548		
		Total	158	4.15	.669		
4	Instructional supervision at schools is NOT appropriate.	Teachers	134	4.04	.755	.153	3.054
		Principals	19	3.95	.621		
		Supervisors	5	4.00	.000		
		Total	158	4.03	.726		
5	Most teachers have biased attitude on their profession-they are not committed to teaching.	Teachers	134	3.90	.917	2.491	3.054
		Principals	19	4.21	.918		
		Supervisors	5	3.20	1.095		
		Total	158	3.92	.930		

6	Most teachers have excessive period allocation / too much work load /.	Teachers	134	3.87	.899	2.524	3.054
		Principals	19	3.47	1.124		
		Supervisors	5	3.20	1.095		
		Total	158	3.80	.943		
7	The opportunity for on job training and development is very low.	Teachers	134	4.02	.827	.546	3.054
		Principals	19	3.84	.834		
		Supervisors	5	3.80	.447		
		Total	158	3.99	.818		
8	Instructional materials, working conditions and support are not adequate at school.	Teachers	134	4.04	.812	.300	3.054
		Principals	19	3.89	.737		
		Supervisors	5	4.00	.201		
		Total	158	4.03	.790		
9	Poor student’s behavior /discipline/ is a big problem to work in schools.	Teachers	134	3.65	.960	1.435	3.054
		Principals	19	3.32	.946		
		Supervisors	5	3.20	1.095		
		Total	158	3.59	.965		
10	Teaching is not attractive job when compared with jobs in other organizations.	Teachers	134	4.07	.869	.166	3.054
		Principals	19	3.95	.970		
		Supervisors	5	4.00	.000		
		Total	158	4.05	.865		
	Average of the table			3.98	.749		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 155) and table value (FCritical=3.054), Σ =Sum, $\bar{x}$ =Mean score, S.D=Standard Deviation

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3. Issues related with the strategies to raise the level of teachers `job satisfaction.

Table 12 : Respondents View related with the strategies to raise the level of teachers `job satisfaction.

No.	Item	Respondent s	Response			ANOVA Computed F value	F critical
			Σ	$\bar{x}$	S.D		
1	Give instructional supervisors more training to improve their skills.	Teachers	134	4.40	.705	.202	3.054
		Principals	19	4.42	.769		
		Supervisors	5	4.20	.447		
		Total	158	4.39	.703		
2	Make the schools vision, mission and goals clear and understood by all the teachers.	Teachers	134	4.46	.633	2.215	3.054
		Principals	19	4.16	.688		
		Supervisors	5	4.20	.447		
		Total	158	4.42	.641		
3	Increase teachers' salary, and fringe benefits.	Teachers	134	4.63	.621	.005	3.054
		Principals	19	4.63	.496		
		Supervisors	5	4.60	.548		

		Total	158	4.63	.602		
4	Improve school leadership and management	Teachers	134	4.43	.631	.204	3.054
		Principals	19	4.47	.513		
		Supervisors	5	4.60	.548		
		Total	158	4.44	.613		
5	Give teachers more training and retraining to change attitude towards their profession.	Teachers	134	4.46	.596	.133	3.054
		Principals	19	4.53	.513		
		Supervisors	5	4.40	.548		
		Total	158	4.47	.583		
6	Assure reasonable work load for teachers.	Teachers	134	4.49	.545	.490	3.054
		Principals	19	4.37	.496		
		Supervisors	5	4.40	.548		
		Total	158	4.47	.538		
7	Provide adequate instructional materials, working conditions and support.	Teachers	134	4.47	.609	.034	3.054
		Principals	19	4.47	.513		
		Supervisors	5	4.40	.548		
		Total	158	4.47	.594		
8	Employ only, teachers committed to the profession.	Teachers	134	4.54	.570	.912	3.054
		Principals	19	4.53	.513		
		Supervisors	5	4.20	.447		
		Total	158	4.53	.561		
9	Assure teachers' sustainability on their profession.	Teachers	134	4.57	.580	.270	3.054
		Principals	19	4.53	.513		
		Supervisors	5	4.40	.548		
		Total	158	4.56	.569		
	Table average mean score			4.49	.601		

Appendix F: sample summary of ANOVA test result

1. I.Spss output

from Trs,Svs& Pricipals Related with Leadership, Supervisio
n and Recognition.sav

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Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
I am motivated with the administrative support and guidance given by my instructional leaders.	Teachers	134	2.94	1.074	.093	2.76	3.12	1	5
	School Principals	19	3.74	.806	.185	3.35	4.13	2	5
	Supervisors	5	1.60	.548	.245	.92	2.28	1	2
	Total	158	2.99	1.091	.087	2.82	3.17	1	5
My instructional leaders give recognitions for the better job done by me.	Teachers	134	2.68	.955	.082	2.52	2.84	1	5
	School Principals	19	3.37	.761	.175	3.00	3.74	2	4
	Supervisors	5	1.60	.548	.245	.92	2.28	1	2
	Total	158	2.73	.969	.077	2.58	2.88	1	5
The recognition given by my instructional leaders for the work done well initiated me to perform more and effectively.	Teachers	134	2.66	.935	.081	2.50	2.82	1	5
	School Principals	19	2.53	.612	.140	2.23	2.82	1	3
	Supervisors	5	2.40	.894	.400	1.29	3.51	2	4
	Total	158	2.63	.898	.071	2.49	2.77	1	5
The feedback offered by my instructional leaders fills my professional gaps.	Teachers	134	2.63	.873	.075	2.48	2.78	1	4
	School Principals	19	2.47	.841	.193	2.07	2.88	1	4
	Supervisors	5	1.80	1.304	.583	.18	3.42	1	4
	Total	158	2.58	.890	.071	2.44	2.72	1	4
I am satisfied by the recognition given from the society to the teaching profession.	Teachers	134	1.85	.699	.060	1.73	1.97	1	4
	School Principals	19	1.63	.496	.114	1.39	1.87	1	2
	Supervisors	5	1.60	1.342	.600	-.07	3.27	1	4
	Total	158	1.82	.703	.056	1.71	1.93	1	4

I am satisfied with the Teachers Support given by my professional association.	Teachers	134	1.63	.668	.058	1.51	1.74	1	4
	School Principals	19	1.42	.507	.116	1.18	1.67	1	2
	Supervisors	5	1.80	.447	.200	1.24	2.36	1	2
	Total	158	1.61	.647	.051	1.51	1.71	1	4

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
What is the level of your satisfaction with the administrative support and guidance given by your instructional leaders?	Between Groups	20.587	2	10.294	9.588	.000
	Within Groups	166.407	155	1.074		
	Total	186.994	157			
What is the level of your satisfaction with recognitions given by your Instructional leaders for the better job done by you?	Between Groups	14.475	2	7.237	8.446	.000
	Within Groups	132.823	155	.857		
	Total	147.297	157			
To what extent are you satisfied with the recognition given for the work done well, and initiated to perform more and effectively.	Between Groups	.563	2	.282	.346	.708
	Within Groups	126.146	155	.814		
	Total	126.709	157			
To what extent you are satisfied with the feedback offered by your instructional leaders to fill your professional gaps.	Between Groups	3.550	2	1.775	2.276	.106
	Within Groups	120.880	155	.780		
	Total	124.430	157			
What is the level of your satisfaction by the recognition given from the society to your profession?	Between Groups	1.041	2	.521	1.053	.351
	Within Groups	76.636	155	.494		
	Total	77.677	157			
To what extent you are satisfied with the support given by your professional association.	Between Groups	.896	2	.448	1.072	.345
	Within Groups	64.775	155	.418		
	Total	65.671	157			

3.Spss data of Trs,Svs& Pricipals with the strategies to raise teachers` motivation and job satisfaction.sav

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[DataSet2] D:\Users\Public\Documents\Others Research-Wonji\14. Aman Research\3. Spss Data Based on Variables Type\3.Spss data of Trs, Svs& Pricipals with the strategies to raise teachers` motivation and job satisf action.sav

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Give instructional supervisors more training to improve their skills.	Teachers	134	4.40	.705	.061	4.28	4.52	2	5
	School Principals	19	4.42	.769	.176	4.05	4.79	2	5
	Supervisors	5	4.20	.447	.200	3.64	4.76	4	5
	Total	158	4.39	.703	.056	4.28	4.50	2	5
Make the schools vision, mission and goals clear and understood by all the teachers.	Teachers	134	4.46	.633	.055	4.35	4.57	2	5
	School Principals	19	4.16	.688	.158	3.83	4.49	2	5
	Supervisors	5	4.20	.447	.200	3.64	4.76	4	5
	Total	158	4.42	.641	.051	4.32	4.52	2	5
Increase teachers' salary, and fringe benefits.	Teachers	134	4.63	.621	.054	4.52	4.73	2	5
	School Principals	19	4.63	.496	.114	4.39	4.87	4	5
	Supervisors	5	4.60	.548	.245	3.92	5.28	4	5
	Total	158	4.63	.602	.048	4.53	4.72	2	5
Improve school leadership and management	Teachers	134	4.43	.631	.054	4.33	4.54	2	5
	School Principals	19	4.47	.513	.118	4.23	4.72	4	5
	Supervisors	5	4.60	.548	.245	3.92	5.28	4	5
	Total	158	4.44	.613	.049	4.35	4.54	2	5
Give teachers more training and retraining to change attitude towards their profession.	Teachers	134	4.46	.596	.052	4.36	4.56	2	5
	School Principals	19	4.53	.513	.118	4.28	4.77	4	5
	Supervisors	5	4.40	.548	.245	3.72	5.08	4	5
	Total	158	4.47	.583	.046	4.38	4.56	2	5

