JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN ETHIOPIA

by

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DECLARATION

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I declare that **JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN ETHIOPIA** is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE   DATE

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ABSTRACT

Much research has been done on the job satisfaction of secondary school teachers in Addis Ababa, Ethiopia. The aim of this research was to investigate factors that influence the job satisfaction of these teachers. A literature review of theories on job satisfaction was undertaken. In the empirical investigation, a mixed-methods sequential explanatory design was used. In the quantitative phase, the data collection was done by means of a self-constructed structured questionnaire that focused on four work factors that were identified during the literature review, namely salary and benefits, management, work characteristics, and interpersonal relationships. The stratified, random sample consisted of 300 secondary school teachers in Addis Ababa. The data were statistically analysed using the Statistical package for the Social Sciences (SPSS) computer software programme, and the results were appropriately interpreted. In the second, namely the qualitative phase, interviews were conducted with a sample of 10 teachers who were purposefully selected from a larger sample. The data were analysed by using the constant comparative method.

The results make a significant contribution to new knowledge and understanding of current issues relating to the job satisfaction of teachers in selected secondary schools in Addis Ababa. The results indicated that the teachers were significantly dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationships teachers have with the principals and the parents. The data also indicated that teachers who were 50 years and older, were significantly more satisfied with their work than the younger teachers. Accordingly, teachers with 21 years and more experience were also significantly more satisfied with their work than the less experienced teachers. In addition, all four of the identified factors were found to have statistically significant correlations with job satisfaction. Qualitative data confirmed the quantitative results.

Finally, recommendations were made in order to enhance the job satisfaction of secondary school teachers in Addis Ababa, and for further research.

KEY WORDS:

Job satisfaction; secondary school teachers; Ethiopia; mixed-methods research; salary and benefits; management; work characteristics; interpersonal relationships.

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CHAPTER 1

OVERVIEW AND RATIONALE FOR THE STUDY

1.1   INTRODUCTION

Although the job satisfaction of teachers is a well-researched area in other parts of the world, this research is motivated by two important issues. Firstly, the deterioration of the quality of education in Ethiopia (Centre for British Teachers [CfBT], 2008:69) which may be linked to the lack of job satisfaction of the teachers. Secondly, there is a dearth of research being conducted in the area of job satisfaction in Ethiopia. This issue will be addressed again later in this section.

In the following section, the importance of teacher job satisfaction is explained.

1.1.1   The importance of teacher job satisfaction

It is important to note that maintaining the provision of effective education at school requires a coordinated effort from all the bodies concerned. Among others, it demands the devotion of policy makers, administrators, teachers' associations, the parents, the students themselves, as well as members of the wider community. It requires the provision of effective facilities and spaces, and the training and assignment of qualified administrative and other support staff. However, while each of the mentioned groups has important contributions to make, providing effective learning environments in schools depends in particular on the skills, morale, knowledge and commitment of the teachers (Tekleselassie, 2005:618).

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Jyoti & Sharma, 2009:52; Perie, Baker & The American Institute for Research, 1997). A high teacher morale,

relevant subject knowledge, and the teachers' specialised teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007:48).

The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009:51) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Satisfaction with the teaching component has important consequences. It means that the teachers are happy, dedicated and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004:82). As indicated by Jaiyeoba and Jibril (2008:97), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009:52).

Thus, as outlined above, satisfaction with their teaching career not only plays an important role in the lives of the teachers themselves, but also in the lives of the students and the parents, and for the sustainment of quality education at large. Studies indicated that the quality of education depends on the professionalism and devotion of the teachers. It is impractical to realise positive changes in the schools without the teachers' commitment to and participation in reform. The quality and morale of the teachers are essential to the success of any educational reform (Kim, 2000:35).

The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann

(1998:67) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and to retaining motivated and quality individuals in the teaching profession (Turner, 2007:1). In a study by Chang, Kim and Tickle (2010:6) it was found that the teachers' job satisfaction was the most significant predictor of their intent to remain in the profession. Weasmer and Woods (2004:118) also argue that teacher satisfaction reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them. According to Johnson (2007:1), motivated and satisfied teachers are the primary contributors to a positive academic environment, and therefore, this has a high premium, among others, for maintaining quality in the education system. Motivated teachers are more likely to motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive legislation, and will result in feelings of satisfaction and fulfilment (Conboy & De Jesus, 2001:131).

Seco (2002) also believes that for a number of years, teacher job satisfaction has been accepted as extremely important for the implementation of educational reform, for the sustainment of the teacher in life-long learning, for the quality of the teaching-learning process, and for satisfaction with life in general. Further support for this conclusion is provided by Christodoulidis and Papaioannou (2007:359), who succinctly stated as follows, "One should wonder whether education could be improved with demoralised and unsatisfied teachers".

Apart from on quality, job satisfaction has a significant impact on the employees' health. As observed by Peltzer, Shisana, Van Wyk, Zuma and Zungu-Dirwayi (2009:255), in a study on job stress, job satisfaction and stress-related illness among South African educators, job stress and the lack of job satisfaction were associated with most stress-related illnesses. These illnesses included hypertension, heart

disease, stomach ulcers, asthma, mental distress, as well as tobacco and alcohol misuse. This finding is corroborated by Au and Ho (2006:183) in their teaching satisfaction-scale study. They argue that teachers with low levels of job satisfaction experience debilitating emotions such as anxiety, worry, or even depression. In addition, teaching stress-levels correlated significantly and negatively with teaching satisfaction: teachers who were more satisfied experienced less stress, less psychological distress, and higher self-esteem (Au & Ho, 2006:175). Research by Davis and Wilson (2000:352), and Sen (2008:2) indicate that the greater the job satisfaction of teachers the lower their stress levels. Thus, a higher self-esteem, good health, and lower stress levels are among the important indicators of satisfied teachers and teaching effectiveness. Teaching satisfaction and effectiveness again, are preconditions for quality teaching and education to take place.

According to Mwamwenda (in Badenhorst, George & Louw, 2008:140), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008:277). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed.

Hendriks, Scheerens and Van Amelsvoort (2000:17-18) argued that the teachers are losing their confidence in the profession, and are suffering from diminished job satisfaction which, in turn, causes decreased commitment. This situation does not only affect the quality of teaching and learning, but even the adequacy of teacher supply, and therefore the quality of education in the long run. Additionally, Mertler (2002:44) indicated the existence of satisfaction and motivation problems in the teaching profession. Evidence of low levels of job satisfaction and poorly motivated teachers is offered by Akyeampong and Bennell (2007:25), who maintain that in Sub-Saharan Africa and Asia, large proportions of school teachers indicate low levels of

job satisfaction, and are poorly motivated. It is easy to assume that the students of these teachers are, therefore, not being taught properly, and are not receiving quality, or even acceptable education.

Dealing with employees' job satisfaction has important implications for the employees themselves and for their organisations. A satisfied teaching force leads to higher commitment and productivity because of fewer disruptions, such as absenteeism, the departure of 'good' employees, and incidences of destructive behaviour (Robbins, in Green, 2000:1). The presence of satisfied teachers also translates into lower medical and life insurance costs. According to Arnold and other researchers (in Perrachione, Petersen & Rosser, 2008:26), personal satisfaction, along with professional responsibility, is an important indicator of a person's psychological well-being, as well as a predictor of work performance and commitment. In a study by Hongying (2008:11), teacher job satisfaction was found to affect teaching, the effectiveness of school administration, and the quality of the school. Thus, job satisfaction affects the teachers' work and psychological health.

1.1.2 Teacher job satisfaction in Ethiopia

The education system in Ethiopia, at all levels, is challenged by a lack of quality, as indicated by the Study into Teacher Utilisation in the Regions of Ethiopia [STURE] Report (in Centre for British Teachers, 2008:69). The study showed that there has been a deterioration of quality in the education system as a result of the rapid rise in student enrolments, among others. 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. This is confirmed by the State itself (Ethiopian Television [ETV], in Bitew, 2008:160). Thus, one of the main challenges facing Ethiopia is to improve the efficiency and quality of the education system.

This leads to the question of what the causes are of the poor quality of education.

The lack of quality in the education system has been attributed to the poor standard of those entering the teaching profession, the high teacher turnover, the low proportion of qualified teachers, and problems such as de-motivation, low teacher morale and the poor quality of the teachers' working environment (Abdo, 2000:107-108; Centre for British Teachers & Voluntary Services Overseas [CfBT & VSO], 2008:15; Kemppainen, Lasonen, & Raheem, 2005; Voluntary Services Overseas [VSO], 2008:69). While many factors have been identified as contributing to the poor performance of education in Ethiopia, the problem has, to a great extent, been attributed to the low respect for and the low status of teachers, inadequate salaries, weak education reform, the poor standard of the teachers' living conditions, as well as failing school management and leadership (Evans, 2000:173; Papanastasiou & Zembylas, 2006:230; VSO, 2008:9). Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education - higher attrition rates negatively affect the quality of education (Chang, et al., 2010:6).

One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Ethiopia is the little respect for and the reduced status of the teachers. In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago. However, teaching seems to have lost its status. Currently it is one of the professions given the lowest regard in Ethiopia (VSO, 2008:33). Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by virtue of their education (VSO, 2008:34). Evidence from interviews with Ethiopian teachers indicates that teachers perceive their status as being low. They also observe that their treatment by society, the parent community, and by all levels of the government sector is poor. Their poor status is the most often mentioned cause of de-motivation and low job satisfaction. A VSO (2008:34) interviewee stated that "…being a teacher is not considered a respected job, whilst a bank officer, who is the result of the teachers' effort, is greatly respected". This lack of respect for teachers causes job dissatisfaction (Menon, Papanastasiou, & Zembylas, 2008:78; VSO, 2008:9).

It is possible that many of the Ethiopian teachers are not capable of performing well. The forces, according to Bennell (2004:iii), that result in the 'de-professionalization' of teachers include a prolonged economic and social crisis, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living conditions of the teachers (VSO, 2002).

In addition to the above, the teachers in developing countries, including Ethiopia, have experienced poor management and leadership (Evans, 2001:291; VSO, 2008:9). National policy-makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher motivation and high levels of occupational dissatisfaction (VSO, 2002:2). As stated in the Education and Training Policy (Ministry of Education [MOE], 1994:17), one of the objectives in Ethiopia is "…to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude". Yet, despite the pivotal nature of the teachers' role and the objective stated in the Policy, there is a tendency on the part of the policy-makers to bypass teachers in the decision-making, and to neglect their needs when considering new policy directions. Furthermore, often scant attempts are made to understand the underlying causes of poor teacher motivation, the poor quality of education, and high levels of occupational dissatisfaction. Rather, government officials and education leaders, in their reports and through the media, put pressure on teachers for better student achievement and to enhance quality, but fail to identify and address the factors that cause the teachers' job dissatisfaction.

Education leaders in general and education researchers in particular, have not given serious attention to the issue of job satisfaction in Ethiopia. There is a lack of empirical investigation into the issue. Understanding teacher satisfaction by means of an empirical study is crucial. Thus, the first step to guarantee better student achievement and quality education, to stabilise the teachers' employment in the

teaching profession and to raise the teachers' morale, is to be better informed about teacher job satisfaction. This may enable managers to address the problems causing the lack of job satisfaction, and the resulting quality education.

Although much is known about the sources and the outcomes associated with the job satisfaction of teachers in other parts of the world, not much research has been done on teacher job satisfaction in developing countries. Given the fact that two-thirds of the world's teachers live and work in developing countries (Nilsson, 2003:11), this paucity of knowledge points to a serious gap in the literature on teacher job satisfaction. Specifically, there exists a need to gain more information on the job satisfaction of teachers in secondary schools in Ethiopia.

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

It is for this reason that this study seeks to add to the ongoing discourse on job satisfaction by an in-depth investigation into the job satisfaction of teachers in secondary schools in Addis Ababa, Ethiopia.

Because the researcher's experience as a teacher and as a Department Head has been primarily in urban secondary schools, he chose to focus this study on urban secondary schools. With regard to the focus on secondary schools in particular, it should be noted that, over the last two decades, much of the research related to teachers has focused on the primary level, leaving a relatively sparse literature on

secondary school teachers (Chapman, DeJaeghere, Leu & Mulkeen, 2007:3). This indicates that this study can make a significant contribution to the knowledge and understanding of the job satisfaction of secondary school teachers in Ethiopia.

1.2   PROBLEM STATEMENT AND RESEARCH QUESTIONS

From the introduction and background to the study it is clear that there are important links between the job satisfaction of teachers together with quality education, and student achievement. Thus, there is a need to generate accurate and trustworthy information about the job satisfaction of secondary school teachers in Ethiopia.

In view of the above, the following main/general research question can be stated:

What influences the job satisfaction of secondary school teachers in Addis Ababa?

The sub-questions derived from the above general question are the following:
- How satisfied or dissatisfied are secondary school teachers in Addis Ababa with the different work factors?
- Is there a statistically significant relationship between the job satisfaction of Addis Ababa secondary school teachers and the different work factors?
- Are there statistically significant differences in the job satisfaction of different groups of teachers in secondary schools in Addis Ababa?

The research questions above have given rise to the aims of the study, as indicated in the next section.

1.3   THE AIMS OF THE RESEARCH

The following have been identified as the aims of the study, namely
- to conduct a literature review on theories and models of job satisfaction, as well as of other research results on this issue, with the focus on teachers in particular;

- to determine empirically through quantitative means, the factors that influence the job satisfaction of teachers at selected secondary schools in Addis Ababa - this will enable generalisation;
- to determine quantitatively if there is a statistically significant relationship between the job satisfaction of Addis Ababa secondary school teachers and different work factors;
- to determine quantitatively if different groups of teachers differ in their views regarding their job satisfaction and the factors that influence it;
- to determine qualitatively the views of a selected group of secondary school teachers on the factors that influence their job satisfaction as a means of seeking clarity on the quantitative study conducted - this will enable an in-depth understanding of the issue;
- to make recommendations to education managers on how the job satisfaction of teachers at secondary schools in Addis Ababa can be improved.

The findings from the sample used in this research will assist similar schools in Ethiopia and elsewhere, in particular in Africa, to enhance the job satisfaction of teachers.

1.4   RESEARCH METHODS AND DESIGN

As was indicated in the previous section, this research is initiated with a study of the available and relevant literature. A literature study is essential in order for the researcher to get an updated and global picture about the topic that he/she intends researching. McMillan and Schumacher (1993:112-113) maintain that a literature review adds to one's understanding of selected problems, and helps to place the study in a historical perspective. Literature reviews also help to situate the researcher's research in the context of the already identified and known facts of the topic being researched. In addition, a literature review helps to provide theoretical and/or conceptual frameworks for the study, helps in clarifying the research questions, and helps to demonstrate the researcher's familiarity with the topic under

investigation. Because of a literature review, a researcher can avoid repetition and duplication of research. Instead, it enables the researcher to identify areas for further research, based on knowledge of the topics that have already been explored. In this research, the literature study will incorporate both primary and secondary sources and will include books, newspapers, journals, papers delivered at educational conferences, circulars from the Ministry of Education, and Government publications, theses and dissertations.

In the empirical investigation, the study will follow a mixed-methods approach. This implies that both quantitative and qualitative methods of gathering and analysing data will be used. The design used in this study, is a sequential explanatory design (McMillan & Schumacher, 2010:401).

A quantitative approach is structured in nature, and the data are interpreted in statistical form, using questionnaires. The quantitative research design was decided on mainly to involve as many teachers as possible and to collect standardised information from the subjects under study, making generalisability possible. This enables the identification of general trends concerning the factors that contribute to the job satisfaction of selected secondary school teachers. A quantitative design (approach) also maximizes objectivity by using numbers, statistics, structure and researcher control (McMillan & Schumacher, 1993:32), and it facilitates external validity. A questionnaire will be used in this research.

The second phase of the empirical study is a qualitative phase. For the qualitative phase interviews will be conducted as a follow-up of the quantitative results. The aim is to gain an in-depth understanding of the results from the questions asked in the quantitative phase of the research. Individual interviews will be conducted with a sample that was purposefully selected from the same group of participants used in the quantitative phase.

Details of the research design and methods will be presented in Chapter 4.

1.5   DEFINITION OF THE TERMS

1.5.1   Job satisfaction

Job satisfaction is one of the most important and heavily researched areas of inquiry in the field of industrial-organisational psychology. Although a concise and consistent definition of *job satisfaction* is not available (Bonner, Hayes & Pryor, 2010:805), there appears to be a high level of agreement among scholars in respect of its meaning (Okpara, 2006:225). Job satisfaction refers to a person's affective relation to his or her working role.

Evans (1997:833) views *job satisfaction* as a state of mind encompassing all those feelings determined by the extent to which the individual perceives his/her job-related needs to be met. Similarly, Schmidt (2007:483) observed that *job satisfaction* refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006:25). Au and Ho (2006:172), with regard to teacher job satisfaction in particular, viewed teacher *job satisfaction* as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher.

The above seems to be in line with Saiyadain's (2007) view of job satisfaction, namely as an employee's end-state of feeling after accomplishing a task. This feeling may lead him/her to have either a positive or negative attitude towards the job. Accordingly, Armstrong (2006:264) defined the term *job satisfaction* as the attitudes and feelings people have about their jobs. For Armstrong, positive or favourable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavourable attitudes towards the work, indicate job dissatisfaction.

Job satisfaction may also refer to the fulfilment acquired by individuals in respect of the various job activities, and the rewards for their jobs and job-related matters. According to Spector (1997:2), *job satisfaction* refers to the extent to which employees or individuals like or dislike their jobs and the various aspects of their jobs. For Spector (1997), job satisfaction can be a diagnostic indicator of how a person is doing in one of the major domains of his or her life-role. Spector further stated that the absence of job satisfaction suggests that a problem exists either in the job or in the person, whereas job satisfaction is indicative of good work-adjustment and positive well-being. Falkenburg and Schyns (2007:709) are in agreement with the definition given by Spector, and argue that the term *job satisfaction* is seen as satisfaction with different aspects of the job and the work environment/situation.

Teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession (Hongying, 2008:11). It denotes the extent to which teachers are happy with their jobs and the different aspects thereof.

The definitions given above suggest that the job satisfaction of secondary school teachers in Ethiopia includes the overall feeling they may have about their work when they evaluate their job and their job-related experiences or work factors. Work factors include salary and benefits, management, work characteristics, and interpersonal relationships.

1.5.2 Teacher

A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom (Ofoegbu, 2004:81).

In the context of this study, secondary school teachers in Ethiopia are teachers assigned to grades 9 to12.

1.5.3 Principal

The principal is the one who is the Head of the school, the educational leader who has the most opportunity to exercise leadership in a school (Drysdale, Gurr, & Mulford, 2006:371).

In this study the principal is the Head or Director of a secondary school in Ethiopia who has the responsibility of overseeing every activity in the school, in collaboration with the other teaching and administrative staff.

1.6 THE DIVISION OF THE CHAPTERS

Chapter 1   contains the introduction and background to the investigation, the problem statement, the aims of the research, as well as an overview of the research design and methodology.

Chapter 2   provides a review of the literature on the theoretical framework, namely theories on job satisfaction in general, and the job satisfaction of teachers in particular.

Chapter 3   provides a review of the empirical research results of various researchers on factors that influence the job satisfaction of teachers.

Chapter 4   explains the research design and data collection methods used to conduct the investigation.

Chapter 5   consists of a presentation and discussion of the research results.

Chapter 6   provides the conclusions and recommendations, as well as the limitations of the study.

1.7   SUMMARY

This chapter introduced the research. The researcher justified the study, stated the research problem and explained the methodological approaches that are to be used in conducting the investigation. The main purpose of the research is to determine empirically the factors that influence the job satisfaction of teachers in secondary schools in Addis Ababa, Ethiopia.

Having provided this introduction, it becomes prudent that a literature study is conducted to understand and explain the theories on the job satisfaction of employees in general, and of teachers in particular. This will be the focus of chapter two.

CHAPTER 2

THEORIES ON JOB SATISFACTION

2.1 INTRODUCTION

The preceding chapter provided the background to this study. It gave an overview of the rationale for the study, the problem statement, the aims of the research, the research design and methods, and the general layout of the study.

In this chapter, the literature related to job satisfaction will be reviewed to get a better understanding of the theories on the factors that influence job satisfaction. The most important theories which are relevant for this study, and which will be explained in the following sections are Maslow's Hierarchy of Needs Theories, Herzberg's Two-factor Theory, the Expectancy Theory, Adam's Equity Theory, and Locke's Value Theory.

2.2 JOB SATISFACTION THEORIES

Job satisfaction has been the focus of much research in the developed countries (Papanastasiou & Zembylas, 2006), and has been the topic of interest of researchers and practitioners in many fields, including organisational psychology, public administration, education, and management (Kim, 2005:668). These researches have formulated many generic theories, and have attempted to explain job satisfaction in the workplace. In an effort to understand the nature of job satisfaction, Green (2000), in his review, concluded that there are three theoretical frameworks of job satisfaction, namely content or needs theories, process theories, and situational models of job satisfaction. All of these frameworks may be useful to a greater or lesser extent to understand the job satisfaction of Ethiopian teachers.

The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect,

recognition, and achievement) most favourable to job satisfaction. According to Amos, Pearson, Ristaw, and Ristaw (2008:175), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behaviour. Needs theorists attempt to stipulate particular needs that must be satisfied, or the values that must be attained, for an individual to be satisfied with his or her job.

The process theories (Adams, 1965; Vroom, 1964) explain the processes of how behaviour is initiated, directed, sustained and stopped (Amos, et al., 2008:175). The process theories emphasise the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individuals' perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006:258). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, & Quarstein, 1992; Durick & Glisson, 1988), assume that the interaction of variables such as job characteristics (e.g., the nature of the work), organisational characteristics (the infrastructure of the organisation, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy & Miskel, 1996). According to Glassman, et al. (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organisations try to evaluate the situational *characteristics* (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational *occurrences* come into play after the individuals have accepted the job. The situational occurrences can be positive or negative (Glassman, et al., 1992:862). Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the

form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman, et al. (1992:869), individuals who are in the same organisation and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone.

In order to gain a more meaningful insight into what influences the views and attitudes of teachers towards their work, the various theories on job satisfaction will be discussed in the next sections. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory; the Expectancy Theory; Adam's Equity Theory and, finally, Locke's Value Theory.

2.2.1 Maslow's Hierarchy of Needs Theories

Abraham Maslow distinguished a theory of human needs based on a hierarchical model ranging from lower-order needs at the bottom to higher-order needs at the top (Maslow, 1954:35-47). He suggested that human needs are arranged in a series of levels, in a hierarchy of importance. Based on this hierarchy, Maslow identified five human needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfilment at the highest level.

The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they are met, people find it difficult to respond to higher-order needs (Steyn, 2002:90). Once a lower-order need is satisfied it is no longer a motivator or satisfier (Mullins, 2005:481). It comes to an end to motivate employees' (e.g., Ethiopian secondary school teachers') behaviour, and they are

satisfied or motivated by the need at the next level of the hierarchy. The above-mentioned needs levels can be explained as follows.

2.2.1.1 Physiological or basic needs

The physiological needs are the lowest level of needs that must be satisfied to survive physically. They are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst, the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005:480). Physiological needs also include the need for sleep, shelter, sex, an adequate salary, satisfying working conditions, heat and lighting, clothes and exercise (Amos, et al., 2008:177; Mullins, 2005:480; Steyn, 2002:90). These basic needs can be fulfilled if the teachers are employed and are provided with a salary that enables them to cope with the rising living conditions (Steyn, 2002:90).

For Maslow, in order for a teacher to be concerned about the higher-order needs or to be self-actualised as a teacher, his/her basic needs must be satisfied fairly well. When the basic needs are reasonably well satisfied, then this satisfaction will have the power to activate the needs at the next level.

2.2.1.2 Safety or security needs

According to Maslow (1954), once individuals have substantially satisfied their basic or biological needs, the safety or security needs emerge to direct behaviour. These needs include the need for protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Amos, et al., 2008:177; Mullins, 2005:480; Steyn, 2002:90).

In the work-place such as a school, the safety needs are reflected not only in the desire for financial security, but also in fair treatment by the principals, safe working

conditions, first-rate fringe benefits, fairness, quality supervision, and job security (Amos, et al., 2008:177-178). This would also apply to Ethiopian teachers.

2.2.1.3 Love or social needs

Love or social needs include the need for giving and receiving love, the need of affection, a sense of belonging, social activities, and friendships (Mullins, 2005:480). In the school setting, these are manifested in the teachers' need for belonging and affiliation, and include professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by others, and affable supervision by the principals. If teachers experience a sense of belonging at their schools, then this will result in fulfilling their social needs (Boey, 2010:26). When the teachers participate in the school's activities, and are involved in the decision-making processes, this creates a sense of belonging. Then communication between and among teachers, the principal and the students will be effective, and the teachers will have a propensity to produce good quality results (Boey, 2010:26).

2.2.1.4 Esteem or ego needs

Esteem or ego needs refer to both self-respect and the esteem of people, for example, of teachers. The principle behind esteem-needs is that if someone feels loved and has a sense of belonging, then he or she starts to develop the need for esteem and self-respect. Self-respect involves the desire for and feelings of confidence, achievement, independence and freedom. To be held in high esteem by others involves having a good reputation or prestige, status, recognition, and being appreciated (Amos, et al., 2008:178; Mullins, 2005:480). In the work-place these needs are reflected in the form of a merit pay-increase, peer/supervisory recognition, and in the form of being given responsibility and promotions. According to Steyn (2002:91), teachers who do not feel that their status and self-esteem needs are being met in their work, may become discouraged. She (2002:91) further states that the satisfaction of esteem or ego needs leads to self-confidence and a sense of pleasure.

Boey (2010:27) also argues that when teachers are recognised for their first-rate job performances and are rewarded for what they have done, this will increase their self-confidence and also their self-esteem.

The development of esteem-needs will help the teachers to be effective in their day-to-day professional activities. If teachers are recognised for their accomplishments and are also respected by the 'self' and significant others, this will have a direct positive impact on their professional activities. Esteem-needs are higher-order needs. If these higher-order needs are fulfilled, the teachers have the power to exercise control over these needs. This perception of control will give the teachers a sense of achievement at work, which in turn, will make it more likely for them to be effective in their professional activities.

2.2.1.5 Self-actualisation needs

The self-actualisation needs are at the top of the hierarchy, and refer to the need for development and the realisation of one's full potential. Maslow (Boey, 2010:24) wrote that these needs impel us to become all that we are capable of becoming. According to Boey (2010), the individual (e.g., the Ethiopian teacher), who is not self-actualising will be restless, frustrated and discontented. At this level the individual strives for truth, beauty, justice, individuality, meaningfulness, and perfection (Amos, et al., 2008:178).

2.2.1.6 The relevance of and criticism of Maslow's theory

The needs or content theories postulate that a job can be a source of satisfaction if it can fulfil a number of the individual's important needs (Koustelios & Tsigilis, 2005:191). If they are not fulfilled, the individuals are more likely to become dissatisfied with their jobs, and thus de-motivated.

One of the fundamental reasons for teachers to be engaged in their work is to satisfy their basic needs. For teachers to be effective in their daily activities, their needs must be met. The satisfaction of needs and the motivation to work are very essential in the lives of teachers (Ololube, 2006). While almost all teachers work hard in order to satisfy their needs, they constantly struggle to meet their various needs.

Akyeampong and Bennell (2007:4) argue that Maslow's theory is particularly relevant to teachers in Low Income Countries (LICs). These countries would include Ethiopia. According to them this is because, where there is economic downturns and financial woes, for teachers in LICs attaining and /or satisfying the basic biological needs such as food and shelter, could be a serious challenge. They further argue that the non-fulfilment of these basic needs can seriously impair the realisation of higher-order needs without which effective teacher performance cannot be realised. This is corroborated by the STURE (CfBT, 2008:97) Report that it is only when the basic needs have been met that the higher-order needs, which are the basis of true job satisfaction and motivation, can be realised. Unless their physical needs are satisfied, employees will not be able to satisfy their higher- order needs (Jyoti & Sharma, 2006:359).

Maslow's Hierarchy of Needs Theory has been appreciated and has been very influential, but it has not been verified by empirical research, and has been widely criticised. Criticism of the theory includes the following.

- The model fails to accommodate the role of culture (Reid-Cunningham, 2008:55; Aswathappa, 2005:359). The hierarchy of needs is not the same in all cultures and in all countries. In contrast to Akyeampong and Bennell's (2007:4) view as indicated above, Aswathappa (2005:359) believes that Maslow's theory may be more applicable to industrialised countries than to developing countries and LICs. In addition, there may be variations within countries and between individuals.

- There is no consensus regarding the relative accuracy of Maslow's categories in the absence of rigorous scientific investigation (Reid-Cunningham, 2008:55-56). At all levels, needs are present at a given time (Aswathappa, 2005:359).

- Maslow's theory is difficult to test (Reid-Cunningham, 2008:56). The theory is difficult for managers to apply in practice, as there are individual and cultural differences even within organisations (Aswathappa, 2005:359).

- Some rewards (e.g., a higher salary) may satisfy more than one need (Mullins, 2005:482).

In spite of these criticisms, Aswathappa (2005:358-359) believes that the Theory offers an account of interpersonal variations in human behaviour. This is important for managers. Managers could consider the principle of interpersonal variations to manage human resources effectively, and to try and satisfy the particular needs of their employees. In addition, the Theory deserves appreciation for its simplicity, commonness, humaneness, and intuitiveness.

2.2.2 Herzberg's Two-factor Theory

The Two-factor Theory was developed by Herzberg, Mausner, and Snyderman (1959), following an investigation into the sources of job satisfaction and dissatisfaction, and included 200 accountants and engineers from Pittsburgh, America. Applying the critical incident technique, the study's subjects were asked to tell their interviewers about the times that they felt exceptionally good or bad about their present jobs or any previous jobs. They were also requested to provide reasons and a description of the sequence of events that gave rise to that feeling. The participants' responses were tabulated and categorised. These responses were consistent across the study, and revealed that there were two sets of factors affecting motivation and work. This led to the Two-factor Theory of motivation and job satisfaction (Herzberg, et al., 1959).

The first set of factors, if present, caused happy feelings or positive attitudes. These factors, on the whole, were task-related. The other set of factors, if absent, caused feelings of unhappiness, bad attitudes or dissatisfaction. These factors, Herzberg claimed, were not directly related to the job itself, but to the conditions that surrounded the execution of the job (Herzberg, et al., 1959).

Herzberg (1966) suggested that factors involved in creating job satisfaction were separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors *motivators, satisfiers* or *intrinsic factors,* and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors *hygiene*, *dis-satisfiers* or *maintenance factors,* and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

2.2.2.1 Motivators or intrinsic factors

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003:60). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeampong and Bennell (2007:4) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that come from within a person.

Herzberg's Two-factor Theory has been linked to that of Maslow's Hierarchy of Needs Theory. The Theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, & Mau, 2008:49). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself – if the work is interesting (Amos, et al., 2008:181). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008:3).

Studies in different organisations have found that the absence of acceptable intrinsic factors in the work-place leads to high employee attrition rates. Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009:52). Their presence, on the other hand, is related to high job satisfaction.

Applying these concepts to teachers, Herzberg, et al. (1959:113-117) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognised and not given responsibility for his or her high-quality performance in the work-place will not necessarily quit teaching, as long as he or she is well-paid and has good relationships with colleagues.

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti & Sharma, 2009:52). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities for promotion, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

2.2.2.2 Hygiene or maintenance factors

Hygiene factors are extrinsic satisfiers that are associated with lower-order needs, and include organisational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008:181; Bogler, 2001:665; Ellsworth, et al., 2008:49). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005:334).

According to Herzberg (1966), extrinsic hygiene factors, which are external to what a person does, do not contribute to job satisfaction when present, but rather to job dissatisfaction when absent (Perrachione, et al., 2008:3). In other words, when the hygiene factors are satisfied, they do not motivate or lead to satisfaction; they only prevent dissatisfaction (Herzberg, et al., 1959). If, however, appropriate or positive hygiene factors are provided, the employees will not be dissatisfied with their jobs, but neither will they be motivated and satisfied to perform at their full potential (Balkin, et al., 2003:60). Herzberg, et al.(1959) claim that the hygiene factors are necessary, but not sufficient conditions for the satisfaction of employees (Ololube, 2006).

With regard to teachers, a teacher who feels that his or her salary is not ample, will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005:334). However, the fulfilment of hygiene factors cannot by itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. If for example, the air conditioner breaks in the middle of the school-day in hot summer, the teachers will be greatly dissatisfied. However, if the air conditioner works throughout the schoolday, this will not increase the teachers' job satisfaction.

Herzberg offered the following analogy to explain the nature of the hygiene factors of job dissatisfaction, namely water and air pollution controls. Although water and air pollution controls do not cure any diseases, they serve to prevent the outbreak of disease. In the same way, Herzberg, et al. (1959) believed that hygiene factors do not cause satisfaction, but can help to prevent dissatisfaction (Furnham, 2005:334). Therefore, managers who try to eliminate factors that can create job dissatisfaction may bring about a more pleasant working environment, but not necessarily job satisfaction. As a result, Herzberg characterised conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security, as hygiene factors. Changes in these factors are short-lived, and merely help in removing dissatisfaction in the teachers' work. They are not important in the overall satisfaction of the teachers with their work.

In earlier times, job satisfaction was conceptualised as a simple continuum or single measure (Figure 2.1 below).

Dissatisfaction ←———————————————————————————→ satisfaction
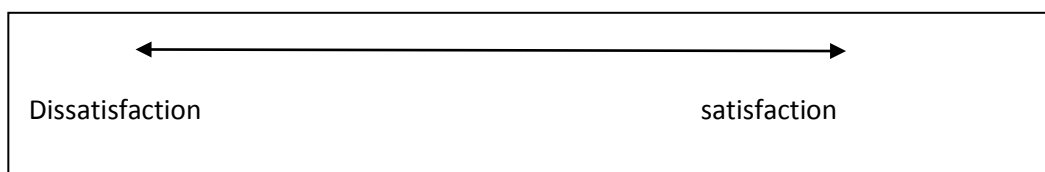
Figure 2.1   Continuum model of job satisfaction (the traditional view)

In the single continuum model, as shown in Figure 2.1, satisfaction and dissatisfaction are opposite ends of the same continuum. Proponents of the single continuum argue that removing or reducing the sources of dissatisfaction (e.g., inadequate salary), will result in greater job satisfaction; increasing the salary to an acceptable level would help to create job satisfaction. Any change in a teacher's work will affect his or her satisfaction in either a positive (more satisfaction) or negative (less satisfaction/more dissatisfaction) direction.

However, the work of Herzberg and his colleagues confirmed the existence of mutually exclusive and different satisfiers and dis-satisfiers. As indicated, according to Herzberg et al. (1959), job satisfaction and dissatisfaction are not opposite ends of the same continuum, as shown in Figure 2.2.

1. Job satisfaction

(Grounded in the work itself e.g., teaching)

Satisfaction   No satisfaction

2. Job dissatisfaction

(Grounded in the conditions of work, e.g., school)

Dissatisfaction   No dissatisfaction
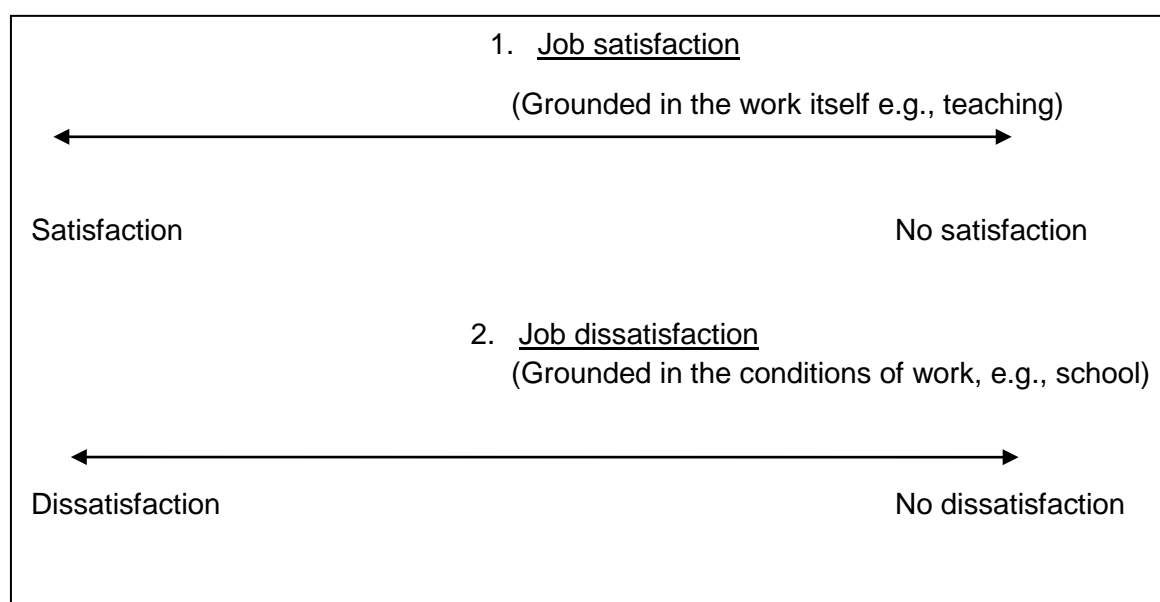
Figure 2.2 Conceptualisation of Herzberg's job satisfaction (the dual continual theory)

In applying the above concepts to teaching, the following can be proposed. If the teachers' working conditions at the school are improved, or if the relationship between the teachers and the school principal in the school setting are enhanced, this will result in improved school performance, but will not necessarily enhance the job satisfaction of the teachers. Similarly, if motivator factors are present, they will bring about satisfaction, but their absence will not cause dissatisfaction, unless the hygiene factors are also inadequate. The theory proposes a dual continuum, the opposite of satisfaction being *no* satisfaction, and the opposite of dissatisfaction being *no* dissatisfaction (Amos et al., 2008:181). It is possible for teachers to be satisfied with their work, while being dissatisfied with their conditions of work.

The theoretical framework for most research on job satisfaction (e.g., of teachers) can be traced to the pioneering work of Herzberg, et al. (Bogler, 2001:665; Ellsworth, et al., 2008:49). Herzberg's Theory is a useful theory of job satisfaction (Mullins, 2005:700), but has also been criticised.

2.2.2.3 Criticism of Herzberg's Two-factor Theory

Herzberg's Two-factor Theory, as a theory of job satisfaction, remains influential in the area of organisational psychology (Dusseldorp, Manisera, & Van der Kooij, 2005:4; Mullins, 2005:700), and has contributed very positively towards research. However, it is not free from criticism. The criticism of the theory includes the following:

- The procedure that Herzberg used is limited by its methodology (Robbins, 2009:147; Mullins, 2005:486). Individuals are more likely to attribute satisfying incidents at work to their own efforts. When things are going well, individuals tend to take the credit for themselves, and blame failure on the external environment.
- No attempt was made to measure the relationship between satisfaction and performance (Armstrong, 2006:263).
- The reliability of Herzberg's methodology is open to question (Robbins, 2009:148).
- Herzberg does not consider the effect of demographic variables on job satisfaction.

In spite of these criticisms, Herzberg's Theory continues to be influential, because it is easy to understand. Moreover, it seems to be based on real-life rather than academic abstractions, and also fits in well with the highly respected ideas of Maslow (1954) (Armstrong, 2006:262). According to Dusseldorp, et al. (2005:4), Herzberg's Theory is widely known, and is one of the most interesting theories on job satisfaction.

2.2.3 The Expectancy Theory

2.2.3.1 Outcomes and expectations

The Expectancy Theory was first formulated by Vroom (1964) (Armstrong, 2006:259; Mullins, 2005:490; The Certified Accountant, 2008:49). This Theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008:49). From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. They then think about what they have to do to be rewarded, and how much the reward means to them, before they do the job (Aswathappa, 2005:366).

Maslow and Herzberg focussed on the relationship between needs and the associated effort expected to fulfil them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfilment of the needs. According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The Theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Making a greater effort will improve job performance. A high level of performance, in turn, will bring a good reward (outcome). When the three variables (effort, performance, and outcome) are high, we expect the motivation and satisfaction to be high. However, effort alone will not necessarily lead to a high performance. There are other variables that prevent a great performance, such as an individual's personality, knowledge, skills, abilities, and experience, or the supervisor's perceptions. Individuals who are under-qualified, or who lack skills and experience, will not be effective in their performance, simply by making a greater effort, for example.

Vroom's Expectancy Theory is referred to as the Valence or the Valence-Instrumentality-Expectancy (VIE) Theory. *Expectancy* is the degree of certainty

people have that the choice of a particular alternative will indeed lead to a desired outcome (Miner, 2005:98). Individuals choose a particular alternative act based on the maximisation of desirable outcomes. It is the strength of a person's belief about whether or not a particular job performance is attainable (The Certified Accountant, 2008:48). Simply put, it is an action-outcome relationship (Vroom, 1964). This relationship is expressed in terms of probabilities. A value of zero indicates that the probability that an action will be followed by an outcome is null, which means that action and outcome are not related. A value of one indicates that the probability that action will be followed by an outcome is high, showing that action and outcome have high relationships. Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (e.g., opportunities to learn and to develop skills, decent pay, the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003:642).

Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005:490). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance.

In the school setting, if a reward (intrinsic and/or extrinsic), is encouraging, the teachers will probably make more of an effort for improved performance. The opposite is also true.

Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006:254). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, *excellent job performance*, attaining the second outcome, *reward* (Amos et al., 2008:188). *Instrumentality* is an individual's conviction that his/her performance will result in the desired outcomes.

The key principle of the Expectancy Theory is the understanding of an individual's goals and the relationship between effort and performance, performance and reward,

and reward and the individual's goal satisfaction. People are motivated and satisfied to work toward an outcome (goal) if they believe that their efforts will produce positive results (*excellent performance*), which is followed by a reward or outcome that is valued (*valence*), making the effort expended worthwhile.

The Expectancy Model is multiplicative. Motivation to perform a task is a multiplicative combination of valence, instrumentality, and expectancy. Keeping other aspects constant, a higher expectancy will increase an individual's likelihood of effort. Similarly, a higher valence will increase the likelihood of an individual's effort. Above all, if these three variables are high, then motivation to perform a task will be high. On the other hand, if one or more of the variables is low, the individual will not be motivated to accomplish a task.

The most important implication of the Expectancy Theory is that it draws the attention to the effects of the perceptual processes on the teachers' working conditions. It indicates to teaching administrators and policy-makers that the link between the teachers' efforts, performance and outcomes should be given due attention. Moreover, education leaders and significant others should determine which outcomes teachers value (e.g., decent salaries), and link these outcomes to their work. If the reward (in the form of intrinsic and/or extrinsic factors), for the teachers is valued, they will make an effort to attain the educational objectives, and the national goals of their country.

According to the above, Ethiopian teachers will not engage in motivated behaviour unless (1) they value the expected rewards; (2) they believe their efforts will lead to first-rate performance; and (3) their performance will result in the desired rewards (Griffin & Moorhead, 2010:101).

2.2.3.2 Criticism of the Expectancy Theory

The Expectancy Theory is not free from criticism. This criticism includes the following:

- Utilising the ideas in the Expectancy Theory directly has proved to be difficult (Miner, 2005:111). The ideas are not easy to understand, or to apply (Mullins, 2005:495). Thus, the theory has much less value in practice than some of the other theories.

- The Expectancy Theory is not concerned with individual and country or cultural differences. However, people in developed countries tend to be more goal-oriented than people in less developed cultures. In addition, individuals in developed countries believe they can influence their successes (Griffin & Moorhead, 2010:102).

- The Expectancy Theory assumes that individuals make conscious decisions at the start of their effort. But it has been proved that individuals make decisions *after* performing their activities and try to rationalise their decisions later on (Aswathappa, 2005:369).

In spite of the above-mentioned criticisms, the Theory has tremendous potential for contributing useful applications, as also stated by Miner (2005:155).

2.2.4 Adam's Equity Theory

2.2.4.1 Effort versus reward

The Equity Theory was formulated by Adams (1963, 1965). This Theory proposes that the way individuals are treated at the workplace affects their behaviour, and also the attitude they have towards their work (Okpara, 2006:226). The basis of the Theory in the work context is that people/workers look around and observe what effort they put into their work, in comparison to others, and what reward follows that effort. Thus, individuals make comparisons between themselves and relevant others in terms of the outcomes they receive for their efforts, and the inputs they invested into that effort. In other words, employees compare their own outcome-to-input to the outcome-to-input ratio of relevant others (Green, 2000:9). If the outcome (rewards)-to-input (contributions) ratio of person A, as shown below, is equal to the outcome

(rewards)-to-input (contributions) ratio of person B, then the social exchange relationship will be considered equitable.

$$\frac{Rewards\ of\ Person\ A}{Contributions\ of\ Person\ A} = \frac{Rewards\ of\ Person\ B}{Contributions\ of\ Person\ B}$$

The Equity Theory is also concerned with the perceptions of individuals of how they are treated in comparison to others in the organisation. It is based on the assumption that individuals are motivated and satisfied by their desire to be equitably treated in their work relationships (Aswathappa, 2005:370). According to Kannan (2005), workers expect justice, fairness and equal treatment by their employers and immediate supervisors. Employees (including teachers) want to be treated fairly.

Adams suggests that individuals form perceptions of fair balance by comparing their own situation with that of other 'referents' (reference points or examples, or relevant others) in the workplace (Okpara, 2006:226). The referent may be a co-worker, relative, neighbour, group of co-workers, or other professionals. The individuals compare the inputs they bring to the job in the form of skills, training, education, work-experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire and receive from an organisation, as compared to relevant other employees in the organisation (Green, 2000:9). Inputs, according to Miner (2005:136), include intelligence, health, job effort, and training. Outcomes include pay, intrinsic rewards, satisfying supervision, seniority benefits, and Herzberg's dis-satisfiers. If people feel that their rewards-to-contributions ratios are fair, then, according to the Equity Theory, they are happy, and experience job satisfaction. They are then motivated to continue to maintain their current contributions. They also raise their contributions if they want their rewards to increase. However, if employees feel that their reward-to-contribution ratio is not equal to that of others, and that they are not fairly treated, they develop a sense of job dissatisfaction (Green, 2000) and inequity. *Inequity* is said to exist when the ratio of an individual's outcomes to inputs departs to a significant degree from the ratio perceived for the

reference source. The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005:496). This perceived inequity may result in dissatisfaction (Miner, 2005:137).

Based on the Equity Theory, when employees perceive inequity, their behavioural responses to their feelings of dissatisfaction may include the following:

- Changing the effort being put into work (Robbins, 2009:155; Amos, et al., 2008:185; Mullins, 2005:496). Changing inputs can be either upward or downward. In the employment context, an employee may increase or decrease the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this with the reference source ratios.
- Complaining to management about the compensation package, or lodging a grievance (Amos, et al., 2008:185).
- An employee may try to find a new situation with a more favourable balance through absenteeism, request for a transfer, resigning from a job, or from the organisation altogether (Mullins, 2005:496).
- Changing the object of comparison (Mullins, 2005:497; Robbins, 2009:155). This involves changing the reference (relevant other) group with whom the comparison is made.
- Justifying the inequity by rationalising the inputs and outputs (Amos et al., 2008:185).
- Taking action against other(s) (persuading the referent(s) to take on a greater workload) (Amos, et al., 2008:185).

In Ethiopia, the teachers' low salaries are a frequently-mentioned issue by the community and the teachers themselves. The teachers are not seen as being rewarded for their qualifications (VSO, 2008:28-29). Their pay is not viewed as comparable to that of other professional groups. "Many families and friends view

teaching as a low income job because teachers are paid less compared to other government and private employees", according to VSO (2008:29). The report by VSO further indicated that the low pay in comparison with other professional groups (e.g., lawyers, physicians, engineers) is a major cause of teacher dissatisfaction. In addition, studies by Chapman, et al. (2007:38) found that "…in many Sub-Saharan African countries, the mechanism for recruiting teachers to become principals is unsystematic and not necessarily based on professional criteria". In Ethiopia it is a common practice to see schools being run by individuals who are not suitably qualified, while others, who believe they are better qualified, are not appointed. This may lead to job dissatisfaction.

The above can be understood by means of Adams' (1963) Equity Theory. According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

2.2.4.2 Criticism of Adam's Equity Theory

The following are the main criticisms which may be labelled against the Equity Theory:

- Everyone will not appreciate and accept the concept of fairness in equal measures (Aswathappa, 2005:372). It is more applicable to those individuals who are morally mature, are in a democratic society, and are religious. The principle behind the Equity Theory is, "Place the right people in the right job".
- The Theory is difficult to put into practice (Miner, 2005:150). There is no well-established procedure that can be directly linked to put the Theory into practice.

- The Theory describes the reaction of individuals to feelings of inequity, but it fails to recognise differences in how individuals react to situations involving equity (Shore, 2004:722).

Despite the criticisms labelled against the Equity Theory, research indicates that the Theory enjoys considerable support (Miner, 2005:142).

2.2.5 Locke's Value Theory

2.2.5.1 Goal-setting and commitment

This Theory was developed by Edwin Locke (1969). Locke's Value Theory, also called the Goal-setting Theory, suggests that employees' goals help to explain motivation, job satisfaction and performance. The Theory assumes that behaviour is a result of the individuals' conscious goals and intentions (Griffin & Moorhead, 2010:142). According to Locke, when employees perceive that the goals they set for themselves or are set by the managers, are fulfilling and attainable, their commitment and productivity will increase. This could lead to job satisfaction (Badenhorst, et al., 2008:136).

Successful attainment of the intended goal creates a pleasurable emotional state (called job satisfaction) on the part of the individual. Exceeding the set goals increases satisfaction (Latham & Locke, 2002:709). According to them (2002:710), the more goal-success an employee has attained, the higher his/her job satisfaction. Locke (1969:316) also indicated that job dissatisfaction is a function of the size of the perceived discrepancy between the intended and the actual performance (Miner, 2005:162). The non-fulfilment of a goal creates a non-pleasurable emotional state, called *job dissatisfaction*.

Different variables affect the attainment of goal-directed performance. These variables include effort, organisational support, individual abilities and personal traits

(Griffin & Moorhead, 2010:143). In a study of goal-setting, Hansson, Hasanen, and Hellgren (2011:148), indicated that providing organisational support (through a supervisor), and letting employees participate in setting goals affected job satisfaction positively. Hansson, et al. (2011:139) also stated that rewarding employees for improved performance, giving feedback and recognising their performance, getting support from their managers, and having low levels of goal-conflict and goal-stress have been found to be positively related to job satisfaction.

In a study by Latham and Locke (2002:706) it was found that goal-characteristics (difficulty and specificity) were related to affect, and determined the attainment of the intended goals. It was also found that specific difficult goals consistently led to higher performance, rather than to urging people to do their best. In addition, high but attainable goals (rather than easy goals) were motivating, because they motivated the individual to attain more in order to be more satisfied (Latham & Locke, 2006:265).

If individuals such as teachers feel that they are able to grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace (Latham & Locke, 2006:265). This leads to job satisfaction.

The Goal-setting Theory has high internal and external validities (Latham & Locke, 2006:265). Locke's Value Theory has support from both researchers and managers (Griffin & Moorhead, 2010:142). It is an 'open' theory. New elements are added as new discoveries are made (Latham & Locke, 2006:265-266). However, there are also criticisms against the Theory. These criticisms are discussed in the next section.

2.2.5.2   Criticism of Locke's Theory

The following are the criticisms which may be labelled against Locke's Value Theory.

- It is difficult to implement the Theory in practice. The Goal-setting Theory is more a technique than a theory of motivation and/or of satisfaction.
- The Goal-setting Theory can lead to undesirable competition among employees. This may lead to the neglect of quality, and the desired goal of the organisation.
- It can also lead to an over-emphasis of some aspects of performance, and the neglect of others (e.g., quantity over quality).

2.3   SUMMARY

In this chapter several theories relating to job satisfaction were explained. The views of different scholars and researchers were reflected on, as well as the criticisms associated with the theories. The review highlighted the following content and process theories of job satisfaction, namely Maslow's Hierarchy of Needs Theory, Herzberg's Two-factor Theory, the Expectancy Theory, Adam's Equity Theory and Locke's Value Theory.

The next chapter will focus on factors that influence the job satisfaction of teachers, as indicated by the findings of several researchers. Note will be taken of the implications of the findings for the teachers in secondary schools in Addis Ababa.

CHAPTER 3

FACTORS INFLUENCING JOB SATISFACTION

3.1   INTRODUCTION

In chapter 2 the most important theories on job satisfaction were identified and explained. These theories are, in many ways, complementary to one another.

In this chapter the relevant literature will be reviewed to gain a better understanding of the factors influencing the job satisfaction of teachers. While job satisfaction is a complex and multi-faceted concept, which can mean different things to different people, and is affected by different sets of factors, we can determine to what extent people are satisfied or dissatisfied with their work, by ascertaining how they view their working conditions, interpersonal relationships, and their job content. Biographic variables (e.g., gender) may also play a role.

As suggested by Bolin (2007:49), the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are basically similar. Ellickson (2002:343) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself, and the personal characteristics of the individual.

In this chapter the relationship of the following variables with job satisfaction is reviewed and explained, namely working conditions (salary, fringe benefits, administrative support, school management and leadership style, and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher-principal/ supervisor, and teacher-parent relationships); the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic

variables (gender, age, educational qualification, and teaching experience). It should be made clear that these variables are not mutually exclusive. There may be overlaps, but for the purpose of analysis they will be kept delineated. In all instances the research results will be discussed critically in the light of the conceptual framework explained in the previous chapter.

3.2 VARIABLES THAT INFLUENCE JOB SATISFACTION

3.2.1 Working conditions

In the present study, working conditions refers to salary, fringe benefits, administrative support, school management and leadership, as well as workload. Understanding the effect of working conditions on the teachers' day-to-day professional activities will have the power to provide precise, explicit, and measurable goals to work toward (Chang, et al., 2010:1). In addition, as countries (such as Ethiopia) experience educational reforms which may influence the teachers' satisfaction, it is imperative to explore the views of the teachers on their working conditions, and the impact of these conditions on their job satisfaction. The teachers' job satisfaction has implications for the quality education they provide. This information could assist education leaders, programme implementers and significant others to make evidence-based decisions about how best to design the school working environment and maximise positive outcomes for children, teachers and relevant others.

Some working conditions will have a positive effect on the teachers' contentment, whereas others will have a negative effect. Some studies, for example one by Chang, et al. (2010:2), revealed that for the past 10 to 20 years working conditions emerged as the major source of teacher job dissatisfaction and attrition. Ladebo (2005:365) also found that, if working conditions are poor, these situations have a negative impact on the job satisfaction of the teachers. Other studies confirmed that favourable teacher perceptions of their working conditions are related to higher job satisfaction (Perie, et al., 1997:IX). Thus, working conditions, such as salary, fringe benefits,

school management and leadership, administrative support, and workload could impact on the job satisfaction of teachers either positively or negatively.

The above-mentioned factors influence the teachers' performance. Inadequate working conditions will seriously undermine the efforts expended to have quality education at all levels of the education system, by policy makers, teachers, and significant others. If teacher performance, quality of education, and student achievement in schools are to be improved, it is essential to give considerable attention to the kind of school-work environment that enhances the teachers' sense of professionalism, and increase their job satisfaction and morale.

The working conditions, namely salary, fringe benefits, administrative support, school leadership and workload will now be discussed.

3.2.1.1 Salary

According to Herzberg et al. (1959), salary was viewed as a maintenance or external factor that influences job satisfaction (see section 2.2.2.2). A considerable number of research reports have reported that the teachers' job satisfaction was related positively to the teachers' salaries (Gates & Mtika, 2011:430-431; Ingersoll & Smith, 2003; Liu & Meyer, 2005; Perie, et al., 1997; Shann, 1998). According to these studies, an increase in salary was followed by a considerable raise in the teachers' job satisfaction. In their study of administrative support and its mediating effect on US public school teachers, Chang, et al. (2010:6) also demonstrated that the teachers' satisfaction with their salaries was a significant predictor of their job satisfaction. An increase in the teachers' satisfaction with their salaries was followed by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession. Similarly, Nielsen and Smyth (2008:1932) found that, among other things, employees (e.g., teachers) who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction.

In accordance with the above, other studies show that the provision of low salaries can seriously impair the teachers' job satisfaction. In their study on the job satisfaction among school teachers in India, Jyoti and Sharma (2006:355) indicated that many (more than 90%), of the teacher participants' level of satisfaction with their pay was below average, and most of them believed that they were not earning what they deserved. Thus, teachers had to turn to providing additional private tuition to meet their financial needs. The negative impact on their job satisfaction is explained by the Expectancy Theory (see section 2.2.3) that states that individuals are dissatisfied if the outcomes are low in comparison to their perceived efforts. This may also be applicable to the present study of Ethiopian teachers.

In another study on the job satisfaction of Ugandian academics, Garrett and Ssesanga (2005:44) indicated that an inadequate and irregular salary was one of the most frequently mentioned factors causing the job dissatisfaction of academics: 76% of the participants expressed the view that inadequate salary was the main source of their discontent. Garrett and Ssesanga (2005) postulated that Ugandian academics were forced to take on other jobs because of their inadequate salaries, thereby limiting their allegiance to their employer, and reducing their commitment to their organisation. Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006:359). This is in line with Maslow's Theory, as indicated in section 2.2.1.

Furthermore, a study by Akiri and Ogborugbo (2009:55) that examined the teachers' satisfaction with their careers in public secondary schools in Nigeria found that the majority of the teachers (about 72%), were generally dissatisfied with their salaries. The researchers also indicated that the rate of increase in the teachers' salaries and allowances was low in comparison to the rate of inflation in the country. In addition, the they were poor when compared with those of workers in the private sector. The employees' perceptions of inequity with respect to salary may result in dissatisfaction (Kim, 2005:668). This is explained by Adam's Equity Theory, as seen in section 2.2.4.

If the employees of an organisation, such as a school, perceive the different levels of their salaries as unfair, they may be dissatisfied (Kim, 2005:668). The low and unfair teacher salaries increasingly make conditions difficult to fulfil in their basic needs, and to cope with their financial obligations and the expectations from their families. Hence the teachers become frustrated, and therefore dissatisfied with their careers (Akiri & Ogborugbo, 2009:55). These feelings of dissatisfaction are also explained well by the Expectancy Theory, as pointed out in section 2.2.3.

In a paper entitled 'The wrong solution to teacher shortage', Ingersoll and Smith (2003:32), pointed out that about 29% of the sample's participants indicated dissatisfaction with teaching as a career. More than three-quarters (75%) of the teachers who quit teaching because of their dissatisfaction with their jobs mentioned their low salaries as the main cause (Ingersoll & Smith, 2003:32). Similarly, Gates and Mtika (2011:430), after interviewing secondary school trainee teachers in Malawi on their profession, observed that trainee teachers perceived the teachers' salaries as low, with no other incentives. The trainee teachers argued that the teachers' low salaries and the lack of incentives would cause teachers to become engaged in other income-generating activities, which may limit their commitment to their schools. Moreover, it would lead to absenteeism, and would motivate teachers to leave the profession. The perceived low salary also affected the professional status of teaching within that community (Gates & Mtika, 2011:431).

Bolin (2007:59), in a study on teacher job satisfaction and factors that influence it, examined five dimensions that could possibly lead to job satisfaction, namely self-fulfilment, workload, salary, leadership and collegial relationships. The researcher's finding showed that teacher satisfaction was low with regard to the income dimension. In other words, teachers were not satisfied with their income. The study revealed that a high work demand and low salaries could lead to the lack of job satisfaction, in accordance with the Expectancy Theory (see section 2.2.3).

In Ethiopia, a VSO (2008) report on the motivation and morale of Ethiopian teachers, by means of questionnaires, focus group discussions and interviews, indicated that inadequate salaries were mentioned by the majority of the participants. Their low salaries were the most significant and most-often mentioned cause of de-motivation and low morale (VSO, 2008:9, 28). One secondary school teacher reported that the salary a teacher was paid was not enough to support a family. This was confirmed in a study by Wole (2002), namely that a low or inadequate salary was the major source of teacher dissatisfaction in Addis Ababa secondary schools. It was more difficult for teachers in urban schools (e.g., in Addis Ababa) who had to cope with high accommodation and transport costs.

Regarding pay comparisons with other professions, a VSO (2008:29) interviewee and also other teachers' responses showed that teacher salaries were not comparable to that of other professions and sectors. Accordingly, Wole (2002:15), in a local survey, indicated that salary inequalities between teachers and non-teachers were the most predominant source of stress (dissatisfaction) with teachers in Addis Ababa senior secondary schools. As argued by VSO (2008), the level of low pay provisions as compared to other professions, such as lawyers, was a major cause of teachers' job dissatisfaction. The report also indicated that even when the starting salaries were compared, it was clear that if employees changed to other professions they would receive higher salaries. The reasons are explained by Adam's Equity Theory (see section 2.2.4). This Theory states that when efforts and rewards are compared this could lead to job satisfaction or dissatisfaction.

A high demand is being placed on teachers to provide quality education to the students. In the teachers' views, they are required to do more, but are rewarded less. Despite the increased demands, as argued by Richardson and Watt (2006:28), relative to other professions, the teachers' salaries are falling short. The low salary level was also observed by Darling-Hammond (2003:9), who stated that the teachers' salaries were below those of other professionals with comparable education and training. This implies that dissatisfaction with low teacher salaries were not only an

Ethiopian phenomenon. The failing salaries, coupled with a rising cost of living, meant that many teachers were unable to meet the demands of their basic needs. As argued by Bryner, et al. (2005:21), when the teachers' living standards are so low, it may happen that they do not give priority to their teaching responsibilities. Thus, unless the salaries of all the teachers were market-related and consistent with the teachers' experiences and qualifications and the salary level of other professions, teachers may not strive towards the desired student outcomes, namely quality education, and reaching their teaching responsibilities.

While money has the potential to satisfy a whole range of needs from lower to higher-order needs, it has a noticeable and strong link to the satisfaction of the employees' (e.g., teachers) basic needs, such as for clothing, food, and housing (Nielsen & Smyth, 2008:1930). In addition, money may serve as a direct reinforcement for individuals with low achievement motivation (Mullins, 2005:488). It may also be important for high achievers, but high achievement-motivation seekers value it more as a token of the successful attainment of their aspiring goals.

However, all the studies do not indicate the same results. Some researchers found an absence of, or no significant relationship between salary and the job satisfaction of teachers (Tillman & Tillman, 2008:9).

In this study Ethiopian teachers' views of their salaries will be investigated.

3.2.1.2 Fringe benefits

According to Herzberg, et al. (1959), fringe benefits are seen as hygiene or maintenance factors that influence job satisfaction (see section 2.2.2.2). Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training, which are the concern of the present study, can have an impact on job satisfaction in several ways. These benefits are considered an important component of worker

compensation (Artz, 2010:626). In spite of this, the impact of fringe benefits on job satisfaction is a less frequently examined factor (Ellickson, 2002:343).

Both employees and employers choose fringe benefits as substitutes for salaries. Fringe benefits, such as housing allowances, are free from taxation, and are also cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job satisfaction of employees, such as teachers (Artz, 2010:627). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees. Employees, on the other hand, choose benefits over salaries because they are free from taxation. Thus, the less-taxed fringe benefits can be substituted for salaries, and have the potential to increase the job satisfaction of workers, such as teachers (Artz, 2010:627).

With regard to the benefits associated with the teaching profession in Ethiopia, a VSO (2008:29) report indicated that Ethiopian teachers do not have many opportunities to generate an additional income. Moreover, in contrast to teachers in other countries, teachers in Ethiopia have very few opportunities for private tuition, or for other services that teachers may be able to provide. Benefits that may influence the job satisfaction of Ethiopian teachers include the following, namely maternity leave for about three months (one month before delivery and two months thereafter); sick leave with payment for a maximum of three months but with a doctor's certificate provided; vacation (a very common benefit for all government employees); and pension after retirement at the age of 60 years, based on the employee's salary scale and years' teaching experience (a benefit for all government employees).

The above-mentioned fringe benefits are important for the teachers' motivation, morale and satisfaction. However, the non-inclusion of other important benefits for Ethiopian teachers, such as housing and transport allowances, health and accident insurance and medical care, may cause dissatisfaction and de-motivation. These feelings were observed in a STURE (in CfBT, 2008) report where teachers expressed their dissatisfaction with the lack of such basic benefits. This was also pointed out in

the VSO (2008:32) report. The VSO suggested that the provision of non-salary incentives such as transport allowances, would increase the teachers' motivation and performance. The views of the secondary school teachers in Addis Ababa on this issue will also be determined in the study.

3.2.1.3 Administrative support

According to Herzberg, et al. (1959), administrative support is viewed as a hygiene or extrinsic factor that could influence employees' job satisfaction (see section 2.2.2.2). Administrative support is considered to be one of the working conditions which could have a profound effect on the job satisfaction of teachers. In their study of administrative support and its mediating effect on US public school teachers, Chang, et al. (2010:5-6) demonstrated that administrative support was found to be the most significant and a strong predictor of the teachers' job satisfaction, more so than other variables (teaching experience, student behaviour, and teachers' salaries), which were included in the study. They also found that administrative support had much power, directly and indirectly (through job satisfaction), to predict the teachers' intent to stay in the profession.

In line with the above-mentioned study, a study done by Choi and Tang (2009) in an international context indicated the potential benefit of administrative support to reduce teacher attrition. Efficient administrative support such as the provision of adequate facilities and equipment, and supporting teachers when there is a conflict between the teachers and the students reinforces teachers' commitment and morale.

Corroborating the importance of administrative support, Gardner (2010:119), in his study on factors that influence the retention, turnover, and attrition of K-12 music teachers in the USA, found that music teachers' perceptions of the level of administrative support exhibited the strongest positive influence on teacher satisfaction and commitment. In another study, by Johnson (2006:3), regarding supportive workplace conditions, it was shown that supportive workplace conditions

enhanced teacher quality, improved teacher retention, and enabled the teachers to carry out their tasks effectively This led to quality teaching.

Inadequate administrative support for teachers could result in teacher dissatisfaction, de-motivation, decreased commitment and attrition. As indicated by Baker (2007:83), inadequate administrative support was one of the primary reasons for teachers leaving the profession early in their careers. Accordingly, Choi and Tang (2009) found that teachers' decreased commitment was related to their perception of the lack of administrative support at their schools. The teachers' decisions to remain in the teaching profession were very closely related to their perceptions of administrative support (Baker, 2007:83). If teachers perceive their administrators as supportive and cooperative, their job satisfaction, the quality of the instruction they provide, and their intent to stay on in the profession come into play.

A study done by Ingersoll and Smith (2003:32) indicated that teachers who were dissatisfied with their jobs often identified a lack of administrative support (34.9%) as a primary cause. This finding was supported by Wright and Custer (1998:62), namely that administrative support was the least satisfying aspect of their work for the teachers in their sample.

According to Lehman and Stockard (2004:762), administrators seem to influence the teachers' job satisfaction indirectly. They argue that by promoting a safe and orderly school, by assigning teachers to positions for which they are qualified, by providing teachers with a sense of control and influence over their work, and by providing a context in which teachers can feel supported by their colleagues and the students' parents, and where they can be more efficacious in their teaching, school administrators positively influenced teachers' job satisfaction.

Similarly, Ma and McMillan (1999:46) found that administrative control was the most important workplace condition positively affecting the teachers' satisfaction. The teachers' positive perceptions of their relationships with the school administration

were able to narrow substantially the satisfaction gap among teachers with different years of teaching experience.

Schools that provide room and support for teachers in exploring and overcoming challenges in pedagogy and student discipline, develop the teachers' (particularly early-career teachers') ability to succeed in having effective teacher–pupil relationships (Choi & Tang, 2009:775). Moreover, they (2009) suggest that supportive and available school leaders can facilitate the development of competent teachers who can relate their professional responsibilities to their love and concern for the students, as well as the schools. This love for students and schools will, in turn, translate into the teachers' intrinsic satisfaction.

3.2.1.4 School management and leadership style

Leithwood and McAdie (2007:11) succinctly described the influence and importance of school leadership on the other working conditions as that the "... principal leadership acts as a catalyst for many other school conditions," because it facilitates collaborative and supportive cultures and structures in a school setting. Ladd (2009:28) also found that the quality of school leadership was the most consistent and pertinent measure of working conditions to influence job satisfaction. Good teaching is only able to thrive within a favourable school environment (CfBT, 2008; VSO, 2008:15).

To create a school environment which is favourable for good teaching, high-quality school and teacher management policies should be in place. This is because efficient and effective teacher and school management policies are crucial in ensuring quality education, and to achieve the stated educational objectives (CfBT, 2008; VSO, 2008:16). Schools where efficient management policies are practised may attract teachers who are already in the teaching profession at other schools, to their schools. Such efficient schools may enhance the teachers' satisfaction with their work, since management policies are hygiene factors, according to Herzberg, et al. (1959).

Effective schools will also motivate other teachers to join their staff, with the aim to learn from their colleagues and their environments.

For Evans (2001:291) the greatest influences on teacher morale, job satisfaction and motivation, are school leadership and management. Akyeampong and Bennell (2007:43) reinforce this statement by pointing out that teacher motivation and satisfaction at the school level depend on effective management. The researchers further indicate that if the systems, policies and structures to manage and support the teachers are not in place as expected, the teachers are more likely to lose their sense of professional responsibility and commitment.

In their study on the influences of the satisfaction and retention of first-year teachers, Lehman and Stockard (2004:762) found that the teachers in well-managed schools were more satisfied. They indicated the following characteristics of well-managed schools, namely that the schools were organised, and properly managed; the teachers had a sense of control and influence over their work environment; mentoring and support in the day-to-day teaching activities were common; the teachers felt efficacious, and were teaching in areas for which they were qualified. Thus, factors relating to school management appear to be strongly influential in the teachers' job satisfaction.

The leadership *style* of school principals also significantly influences the job satisfaction of the teachers (Bogler, 2001). A leadership style that involves the teachers in the decision-making processes will give the teachers a higher level of job satisfaction than if they were not involved (Bogler, 2001:665). The teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with the them (Bogler, 2001:666). The influence of leadership style on the teachers' job satisfaction was confirmed by Sancar (2009:2862). He indicated that school principals who are considerate, have a significant and positive effect on the teachers' job satisfaction. School leaders who exhibit concern for the welfare of

the teachers and other members of the school community, have satisfied teachers. Supporting this, Bogler (2001:674) found and showed that the more teachers perceived their school principals to be transformational leaders and participative, and the less the principals exhibited transactional leadership styles, the greater were the teachers' job satisfaction.

In accordance with the above, *poor* leadership decreases job satisfaction. In a survey done with 230 secondary school teachers, Weiqi (2007) investigated the relationship between job satisfaction and its influence on teachers' attrition and work enthusiasm. The results of the overall job satisfaction of secondary school teachers showed that the teachers were generally dissatisfied with school leadership and administration, among others, and this caused them to leave the teaching profession.

Bogler (2005), in a study on the satisfaction of Jewish and Arab teachers in Israel, investigated the teachers' perceptions of their occupations and of their principals' leadership styles. Bogler's findings showed that the teachers' perceptions of their occupations and of their principals' leadership styles significantly and positively correlated with their job satisfaction: their satisfaction significantly and positively correlated with the principals' transformational leadership style (leaders and followers who inspire for a common objective), and negatively with the principals' transactional leadership style (leaders and followers have different objectives). He also found (2005:28) that the principals' transformational leadership styles were significant predictors of the teachers' job satisfaction, in addition to the teachers' perceptions of their occupations.

The quality of school leadership serves as an important indicator of the teachers' intent to leave their profession (Ladebo, 2005:366). It was found that the probability of the teachers leaving their profession negatively correlated with their perceived quality of leadership: if the teachers had a high regard for their leadership, they were less likely to leave the profession (Ladd, 2009:23). In a study of Hong Kong teachers' commitment trends, Choi and Tang (2009:773) found that teachers in late-careers left

their profession due to poor leadership qualities, or to increased administrative work. Poor leadership quality resulted in the teachers' perceptions of a lack of school support, which again resulted in a decreased commitment to the teaching profession. Thus, the quality of school leadership significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession.

The quality of school leadership also emerged as indicative of student achievement (Ladd, 2009:37). Principals with admirable leadership qualities tend to increase the teachers' job satisfaction, and thus their commitment and motivation (Choi & Tang, 2009:774; Fresco, Kfir, & Nasser, 1997:433). Moreover, satisfied teachers tend to be more committed to their careers; and committed teachers influence student achievement.

The above shows that the school principal, specifically, is very important. The teachers' dissatisfaction with the school Head has been found as one of the frequently cited reasons by teachers to be indifferent to their core business of teaching, and of leaving the profession. According to Ahuja (in Jyoti & Sharma, 2006:351), teachers who work under incapable, inefficient, and indifferent principals reported an increase in their job dissatisfaction. On the other hand, principals who are democratic, generate an open, friendly and cooperative atmosphere that enables teachers to be satisfied and happy (Jyoti & Sharma, 2006:351).

While there exists a great investment in education regarding access to education, achieving internationally and nationally agreed-upon education objectives such as EFA goals, and improving the quality of education, these increases are not accompanied by improvements in education management systems (CfBT, 2008; VSO, 2008:15). Teachers in developing countries, including Ethiopia have, in general, experienced poor management and leadership (Evans, 2001:291; VSO, 2008:9).

In Ethiopia, poor school management is ranked as the most de-motivating issue in the teaching profession (VSO, 2008:35). Evidence from VSO (2008:35) interviews with

Ethiopian teachers indicates that the authoritarian management style employed by school directors who have not received any management training has a profound impact on teacher motivation and school effectiveness and, therefore, on the quality of education. As explained in the VSO (2008) and CfBT (2008:28-38) documents, poor teacher management leads to the following, namely rural-urban disparities, disparities in class size, high levels of teacher attrition and turnover, low teacher motivation and morale, has a negative economic and quality impact, leads to a lack of job satisfaction, and to teacher absenteeism. These symptoms are well explained in the theory by Herzberg, et al. (1959).

In this study the influence of leadership on the job satisfaction of secondary school teachers in Addis Ababa will be investigated.

3.2.1.5 Workload

Workload is one of Herzberg's hygiene or maintenance factors, to either facilitate or impede job satisfaction (see section 2.2.2.1). To be a teacher is hard work, and requires coping with a considerable amount of adverse effects of the profession. Teaching is an extremely stressful job (Hurren, 2006:383). The teaching profession expects from the teachers to provide different professional services, including the professional caring of learners, the central task for many teachers (Butt & Lance, 2005:407). This, inter alia, contributes to their workload. In addition, many secondary school teachers are involved as counsellors and career advisors, apart from being subject teachers. The teachers' tasks include continuous professional development programmes, lesson plan preparation, teaching, the documenting of portfolios, and more. Hence, the teachers' caring and other related responsibilities, not only have the potential to increase their workload, but also to impact negatively on their job satisfaction (Butt & Lance, 2005:407).

Furthermore, unlike other jobs where one's personal and professional life may be separated, the teachers' professional role goes beyond the school environment. Jobs,

other than teaching, allow the employees to stop working after hours, and to rest. This is not the case in teaching. Teachers continue with their work both within and beyond the school compound (Butt & Lance, 2005). Woods and others (in Butt & Lance, 2005:407) reinforce this point by arguing that since teaching is an essential component of a teacher's identity, teachers cannot stop paying attention to their teaching at the end of the school day. Although this commitment of the self may be a source of satisfaction, it may be a major contributor to an excessive workload, to stress and to job dissatisfaction. Choi and Tang (2009:772) agree, and found that work intensification was a common factor that the teachers in their sample saw as having an adverse effect on their satisfaction and commitment. The researchers further indicated that the teachers in the early career group attribute their declining commitment to long working hours on non-teaching duties that stop them from devoting their time to the actual task of teaching.

Bolin (2007:56) examined five dimensions (self-fulfilment, workload, salary, leadership and collegial relationships) that influence job satisfaction. His findings showed that teacher satisfaction was low with regard to workload. Similarly, Weiqi (2007:24-27) examined 10 factors to ascertain the relationship between job satisfaction and its influence on teacher attrition and work enthusiasm. The factors were leadership and administration, work achievements, student quality, the educational and social environment, social status, income and welfare, collegial relationships, social acknowledgment, workload and stress, and working conditions. The findings showed that besides being satisfied with collegial relationships and social acknowledgment, teachers were dissatisfied with all the remaining factors examined, specifically with their workload.

The job satisfaction of employees will decrease as the employees' perception regarding the workload distribution declines (Ellickson, 2002:352). When teachers perceive their workload to be unfair, their stress levels and their job dissatisfaction increase, and hence their commitment to the school organisation, and their morale are eroded. This is explained by Adam's Equity and Expectancy Theories. (See

sections 2.2.3 and 2.2.4.) In addition, if the teachers spend their time on matters that are unrelated to teaching itself, and this leads to an excessive workload, there is a high probability that some of the teachers may leave the profession and move to another school, or to another line of work.

Ample evidence points to the fact that teachers are dissatisfied with much of the paperwork induced by performance-driven education reforms. These reforms have no meaningful connection with their ultimate goal of caring for students (Hargreaves & Goodson, 2006; Choi, 2005).

With regard to Ethiopian teachers, this issue has not been investigated in depth. Thus, the current study will focus on workload, in addition to the other factors.

3.2.2 Interpersonal relationships

According to Herzberg and his colleagues, interpersonal relationships are grouped under *extrinsic* factors, which either decrease or increase the job dissatisfaction of workers (see section 2.2.2.2). As argued by Herzberg, et al., their presence will not necessarily increase the job satisfaction of employees, but are some of the preconditions to be fulfilled for the job satisfaction of employees to prevail.

To nurture teachers as a valuable resource of any school organisation, the relationship of the teachers with the rest of the school community is a vital factor to be considered. This is because the interpersonal relations of teachers within the school community influence both job satisfaction and the probability of teachers remaining in the school and in the profession, as found by Leithwood and McAdie (2007:11). Reinforcing this point, Choi and Tang (2009:775) argue that teachers who work in a positive environment, who work under and with cooperative and supportive leaders and colleagues, carry out their responsibilities effectively.

In the school environment, the following types of interpersonal relationships can be identified, namely interpersonal relationships with the students, the teachers, the principals/superiors, and with the parents.

These relationships will be discussed in the next sections.

3.2.2.1 Teacher-student relationships

As postulated by Cerit (2009:616), schools are organisations where strong human relations are expected, which includes the teachers' relationships with the students. These relationships are highly significant for students, teachers, and for the effective running of the school in general.

Of all the relationships, the relationship between teachers and students is considered to be vital for positive educational outcomes in the school setting. It was found by Papanastasiou and Zembylas (2006:236) that the emotional relationships that teachers build with their students are central to how the teachers educate their students. A high quality of social integration between the student population and everybody in the school organisation in general, and between students and teachers in particular, creates an atmosphere conducive to students benefiting from the teachers' instruction, and for successful teaching and learning to take place.

With regard to the role of student-teacher relationships in motivation and learning, Davis (2003:212) stated in his review, that students' relationships with teachers could either facilitate or hamper the motivation and learning of the students. Teacher-student relationships may have an impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence (Davis, 2003:208). Thus, student-teacher interpersonal relationships have a high significance to determine the outcomes and the academic achievement of students (Van Petegem, Aelterman, Van Keer, & Rosseel, 2008). Put differently, it is not only the quality of the

teacher's teaching, but also the teacher-student relationship that is integral to successful teaching and learning (Aultman, Williams-Johnson & Schutz, 2009:636).

In earlier times, teachers were expected to create supportive, but *teacher*-controlled relationships. This was mainly due to the teachers' desire to closely manage their classrooms, and to their intentions to have 'quality' students in terms of their behaviour and academic achievements. However, in the 21st century, where nations have a high regard for *student-centred* learning, the students' relationships with their teachers are also viewed as supporting the students' motivation to explore, as well as to facilitate the development of their social, emotional, and cognitive skills (Davis, 2003:209).

A positive relationship between the students and the teachers is not only of significance for the students and for the educational outcomes of any educational system, but also for the job satisfaction of the teachers. Butt and Lance (2005:407) reinforce this by stating that the teachers themselves value the relationships they form with the students very highly. This is because teacher-student relationships were found to be important to the teachers. In a study by Shann (1998:72) it was reported that the teachers were more satisfied with this aspect of their jobs than with any other aspect. Garrett and Hean (2001:366-367) indicated that teachers reported high satisfaction with all relationships they had within the school community in general, but with students in particular.

Other studies confirmed the impact of student relationships on teacher job satisfaction. Clarke and Keating (in Wright & Custer, 1998:62) indicated that teacher-student interaction was the most satisfying aspect of the teachers' work. Perrachione, et al. (2008:7-8) found that working with students was one of the top responses for teachers' satisfaction with the profession. The positive characteristics students display in the classroom, and the opportunity to teach and develop young people and form relationships with them, were noted as contributing to the teachers' job satisfaction (Garrett & Hean, 2001:366).

Research done in diverse cultures confirmed the influence of student-teacher relationships on job satisfaction. In a study it was found that both Arab and Jewish teachers identified relations with students as some of the most satisfying aspects of their job (Bogler, 2005:27). Bogler (2005:29) also indicated that both Arab and Jewish teachers viewed internal conditions of work (relations with students, colleagues, and relations with teachers) as contributing most to their job satisfaction. Similarly, Papnastasiou and Zembylas (2006:235), in a study examining the sources of teacher job satisfaction and dissatisfaction in Cyprus, indicated that the teacher participants emphasised the satisfaction derived from interactions with students, relationships with colleagues, and opportunities to help students grow as individuals, and to contribute to society.

As explained above, positive interaction between teachers and students is an important aspect of the classroom climate, and has a high premium for both parties. The behaviour of the students in the interaction process has always been related to the teachers' job satisfaction. A study by Perie, et al. (1997: IX) found that student behaviour was strongly associated with the teachers' job satisfaction or lack thereof; the more favourable the student behaviours are, the higher the teachers' job satisfaction, and vice versa. This conclusion was supported by Marlow, Inmar, and Betancourt-Smith (in Wright & Custer, 1998:62), indicating that there was a significant relationship between the variables mentioned.

According to Ingersoll and Smith (2003:32), teachers who are dissatisfied with their jobs often cite student disciplinary problems as a cause of their dissatisfaction. Liu and Meyer (2005) also found that the level of job dissatisfaction observed by teachers due to student disciplinary problems was almost as strong as their dissatisfaction with their low income. Chang, et al. (2010:6) found that student misbehaviour is a significant predictor of administrative support, and the teachers' intent to stay in teaching. They indicated that the reasons most commonly cited for the teachers leaving the teaching profession included problems with student discipline, a lack of

student motivation, and of respect from students. Chang, et al. (2010:6) profess that as the teachers' perceptions of student misbehaviour increasingly interferes with teaching, job satisfaction and the intent to say in teaching decreases.

This issue may also be important in the lives of the Ethiopian teachers who will be involved in this investigation.

Improving the quality of education increasingly preoccupies the minds of policy makers and others. If the quality of education is the value to be added to the education system, this will be done mainly by positive teacher-learner interaction (VSO, 2002:10). The teachers' interaction with the learners is the axis on which educational quality turns. This is why the most effective teachers place great emphasis on the student-teacher relationships (Gay, in Bogler, 2001:666). As Carr (2005:265) notes, effective teacher-student relationships cultivate engaging pedagogical conversations that "…hold the interest and imagination of young people" and serve to enhance the students' lives.

3.2.2.2 Teacher-teacher/colleague relationships

According to Herzberg, et al. (1959), teacher-teacher relationships are hygiene or extrinsic factors that could influence the employees' job satisfaction (see section 2.2.2.2). Collegiality in the form of support meetings, mentoring, and shared leadership in the workplace is a strong contributor to the job satisfaction of teachers (Weasmer & Woods, 2004:120). Ting (1997:315) agrees, and indicates that cooperative and supportive relationships with colleagues are very important, and contribute to higher levels of employee job satisfaction. Weasmer and Woods (2004:120) confirm that collegiality aids teacher retention, and improves the school climate.

Collegiality, as an external/hygiene factor, does not involve any cost from anyone to make it function in an organisation such as a school. However, in the presence of

other unsatisfying hygiene factors such as poor salary, positive collegial relationships have the power to compensate for dissatisfaction. A study done by Jyoti and Sharma (2006:359) indicates that despite the poor payment provided to private school teachers, they are more satisfied with their work than government school teachers, due to the congenial school environment being provided to the private school teachers.

Cooperation is an important aspect of positive collegial relationships. As indicated by Johnson (2006:4-8), teachers working with collaborative colleagues can generate a more productive and healthy working environment than teachers working in isolation. Unquestionably, collaborative colleagues will establish harmonious cooperation (e.g., in teaching methods and student disciplinary problems) among the teachers, which is an important element in attaining effective school performance and educational objectives, that could facilitate teacher satisfaction. This is because harmonious cooperation among colleagues is closely connected with the stable and qualitative improvement of the educational process (Saiti, 2007:30).This finding was confirmed by Johnson (2006:7), namely that interdependent work among teachers can contribute to increased student achievement and teacher satisfaction. Factors that disrupt the harmonious cooperation among colleagues will have a negative influence on teacher job satisfaction and on the school climate.

The importance of good relations with colleagues for job satisfaction is well-documented, and confirmed by numerous studies in different cultures. Bogler (2005:27) found that both Arab and Israeli teachers viewed their relations with teachers and colleagues as some of the most satisfying characteristics of their job. He concluded that relationships with colleagues contributed significantly to the teachers' satisfaction. Kloep and Tarifa (1994:62) also found that good interpersonal relationships with their colleagues were some of the factors which explained considerable job satisfaction among Albanian teachers. In a study done by Garrett and Hean (2001:366-367), they found that the teachers expressed their relationships with their colleagues as both important and satisfying. Several other studies

worldwide indicated that teachers were satisfied with their relationships with colleagues, and that this enhanced their job satisfaction (Papanastasiou & Zembylas, 2006:237; Weiqi, 2007:24 & 28; Perkins, in Wright & Custer, 1998:62).

There is a good reason why positive relationships with colleagues are so important. Papanastasiou and Zembylas (2006:237) pointed out that positive social relationships with colleagues are important sources of the teachers' emotional health, because colleagues are seen as important sources of friendship, and of social and emotional support. The absence of such positive collegial relationships in the school environment will, therefore, negatively influence teacher support, emotional health and job satisfaction.

3.2.2.3 Teacher-principal/superior relationships

The principal holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community, as well as with the district offices (Johnson, 2006:15). The principals are viewed as the instructional leaders of their schools (Edgerson & Kritsonis, 2006:3). They are seen as role-models by the teachers, the students, and the school community. Therefore, it is plausible to expect that teachers who look up to their principals, will strive to adopt their conduct (Bogler, 2002:80).

Having all the above-mentioned responsibilities, including others, the principal should create and maintain good relationships with the teachers, so that a healthy school environment, in the form of effective teaching and learning, will prevail. This healthy relationship and support are especially important for those teachers who are at the start of their teaching careers. The principals' provision of professional support practices during the early years of a teacher's career strongly influences the rate of teacher attrition (Baker, 2007:83).

Tekleselassie (2005:623) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their principals as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that teachers will be successful, motivated, and inspired to do their best if there exists a healthy relationship between them and the school principals (Edgerson & Kritsonis, 2006:4).

The relationship between the principals and the teachers will indirectly affect the students' achievement. Hurren (2006:377) pointed out that teachers who are dissatisfied with their work and with their relationships with their principals not only suffer themselves, but their students also suffer. In addition, McEwan (in Edgerson & Kritsonis, 2006:2) determined that teachers who see and perceive their principals as facilitators, supporters, and reinforcers of jointly-determined school missions, are more likely to feel personally accountable for student achievement than those who see and perceive their principals as guiders, directors, and leaders of their own personal agendas. Edgerson and Kritsonis (2006:2) agree, and argue that "…as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom." On the other hand, when the school climate is cold, and the teachers perceive their principals as suspicious and negative (Edgerson & Kritsonis, 2006:3), the classroom instruction process will be affected, and this ultimately will have an impact on student achievement and on the quality of education.

The principals also play a very important role in determining the teachers' job satisfaction (Hurren, 2006:383). Garrett and Hean (2001:367) found that the teachers' positive relationships with their principals were important for their satisfaction with teaching. This conclusion is reinforced by Ting's (1997:315) statement, namely that employees are more likely to have higher levels of job satisfaction if cooperative and supportive relationships prevail between them and their superiors. Ma and McMillan (1999:46) found that the teachers' positive perceptions of their relations with their

school principals enabled them to experience satisfaction with their work. They also found that the difference in levels of job satisfaction exhibited by the teachers due to varying teaching experiences, was reduced, because of the teachers' perceived positive relationships between them and the school administrators. This implied the significance of the teachers' perceived level of support for them by the principal.

The principals have the potential to relieve teacher stress, and thus improve teacher job satisfaction. In a study Hurren (2006:383) found that the teachers engaged in the daily planning of lessons, as well as in managing and motivating students in the classroom. The teachers also dealt with overcrowded classrooms, the learning and behaviour problems of students, legal issues, and massive quantities of paperwork. He (2006:383) concluded that in accomplishing these activities, there were times when the job stressors encountered by teachers were too many to manage alone. However, with the support and humorous good relationships with the principal, the teachers were able to find relief from job-related stress, and thus increase their job satisfaction.

In Jyoti and Sharma's (2006) study on job satisfaction among secondary school teachers, the researchers found that the principals' behaviour towards the teachers contributed the most of all the factors they investigated, towards job satisfaction. A principal who adopted a *guiding* approach towards his/her subordinates helped in improving the superior-subordinate relationship (Jyoti & Sharma, 2006:354). In contrast, school administrators (principals and vice-principals), who put high pressure on the teachers, were identified as a major cause of poor teacher job satisfaction (Bolin, 2007:63). This confirms the findings of previous studies. According to Ting (1997:326), employees who experienced supportive and good relationships with their immediate superiors and co-workers reported higher levels of job satisfaction than those who did not. This finding is substantiated by Ellickson's (2002:352) study that as satisfaction with one's immediate supervisor increased, so did job satisfaction.

3.2.2.4 Teacher-parent relationships

Teacher-parent relationships are deemed as very important for the teachers as well as for the parents, who are the primary caretakers of the beneficiaries of the education -- the children. Such benefits can be realised when the schools in general and the teachers in particular have strong partnerships with the parents. If the relationships are not strong, the teachers may not be effective in their work, and the parents may not benefit in respect of the education of their children.

In a study by Kloep and Tarifa (1994:170), perhaps at a time when teachers were more highly valued, it was found that since the teachers were respected by the community in which they lived, highly positive parent-teacher relationships existed. This situation enhanced the teachers' job satisfaction.

However, many studies found that the teachers were not satisfied with their relationships with the parents. In a study examining the professional commitment and satisfaction among teachers in urban schools, Shann (1998:71) found that the teachers' satisfaction with parent-teacher relationships ranked the lowest of the given variables. Similarly, Jyoti and Sharma (2006:355) found that the teachers were dissatisfied because of the under-estimation of the value of the teaching profession by society in general, and by the parents in particular. This means that the status of the teaching profession, as it is valued by the parent community, will strongly affect, either positively or negatively, the parent-teacher relationships. Perie, et al. (1997:28) found that 46% of the secondary school teachers who participated in a study reported that they were the least satisfied with the parental support received. Those who received a great deal of support were more satisfied than those who did not. In another study, Weiqi (2007), after surveying 230 secondary school teachers in China regarding the relationship between job satisfaction and its influence on teachers' attrition and work enthusiasm, found that the teachers were dissatisfied with the lack of parental cooperation, in addition to poor student quality and behaviour.

Most parents assume that they are not personally responsible for their children's academic failures. Papanastasiou and Zembylas (2006:239-242) in Cyprus, a developing nation, indicated in their review and findings, that the parents' failure for taking responsibility for the shortcomings of their children was among the many complaints made by numerous teachers. The researchers also found that the parents' undesirable school interventions, lack of respect and recognition for the status of the teachers, were some of the factors that aggravated the teachers' disappointment with their work. Thus, the parents' lack of respect for and recognition of the teachers, and their lack of involvement in school-related issues may increase the gap between the teachers and the parents. It may also cause the teachers to feel disappointed and dissatisfied with their profession.

In Ethiopia the parent-teacher relationships are not good. The parents are seldom interested in their children's class participation and success at school. This situation is more pronounced in the metropolitan areas of Ethiopia where the class sizes are big (Tekleselassie, 2005:625). The teachers try to motivate their students to have their parents or caregivers to come to school, especially when the students are regularly absent from school or have disciplinary problems, but to no avail. The low status of the teaching profession in Ethiopia, as found by a VSO (2008) report, may have caused the poor relationships between parents and teachers.

3.2.3 Variables related to intrinsic job characteristics

3.2.3.1 The work itself

The nature of the work is one of Herzberg's intrinsic or motivator factors of job satisfaction (see section 2.2.2.1). The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction.

According to Victory and other authors (in Jyoti & Sharma, 2006:352), employees who have boring jobs tend to be less satisfied with their work. High-strained jobs result in ill health, such as emotional exhaustion or psycho-somatic health problems, whereas high-demand jobs give rise to high challenges and job satisfaction (De Jonge, Dollard, Dormann, Le Blanc & Houtman, 2000:282).

According to Kim (2005:669), individuals who score high in the intrinsic aspects of the work related to the work itself, have high possibilities of reporting satisfaction. Intrinsically-motivated individuals give high values to the work itself, to feelings of self-determination, and to competence and personal development.

Regarding teaching, the individuals will be motivated to enter into the profession and to become teachers if the profession seems attractive to them (Gates & Mtika, 2011:425). Those individuals who exhibit explicit personal motivations to becoming teachers have a higher probability to pursue it as a career and stay on as life-long teachers. According to Sinclair (2008:94), many student teachers enter the teaching profession on grounds of intrinsic motivations. These students are attracted to teaching because it provides them with the opportunity of working with young children, of intellectual stimulation, altruism, authority and leadership, personal and professional development, and self-evaluation. They would then experience job satisfaction. However, Gates and Mtika (2011:429-430) indicated that some trainee teachers view the teaching profession as their last resort. Their reasons for choosing teaching were that the teaching profession provided them with a source of knowledge and inquiry, and enabled them to embark on further education.

Regarding the impact of the work itself on the job satisfaction of teachers, Jyoti and Sharma (2006:354), in their study on the job satisfaction of school teachers, indicated that the teachers in the sample found their jobs interesting. Most of the secondary school teachers (about 76%) reported high levels of job satisfaction from the work dimension. In another study, Bolin (2007:56) found that the majority of the teacher participants manifested positive attitudes towards work fulfilment, which included a

sense of achievement, fulfilment of ideal values, the exercise of abilities, and the esteem from other people. These participants were highly satisfied with the intrinsic dimension of their work. Perrachione, et al. (2008:8) also reported that the majority of the teacher participants in their research study were satisfied with teaching as a profession, and with their jobs. Teaching is a profession that provides cognitive and intellectual personal rewards. It is an intellectual profession, and research shows that in general, the teachers are satisfied with the nature, significance, and challenges of teaching (Fuming & Jiliang, 2007:91).

In a study by Perrachione, et al. (2008:8), the participants' responses revealed that the work itself (e.g., working with students) was one of the reasons for their being satisfied with teaching. The pleasure derived from teaching young children enable teachers to continue, and to be committed to teaching as a profession (Ladebo, 2005:366). In line with this, Garrett and Hean (2001:366), in their study on the sources of job satisfaction of secondary school teachers of science in Chile, indicated that working with students, an intrinsic part of teaching, was one of the most important and frequent sources of teachers satisfaction with their job, namely teaching. The teachers in the study reported that working with young people, the relationships formed with them, and the students' positive characteristics in the classroom, were among the reasons for them being happy with teaching as a profession.

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

This aspect will be further investigated in this study with secondary school teachers in Addis Ababa.

3.2.3.2 Responsibility

In terms of the Two-factor Theory, responsibility is an intrinsic (satisfier) factor (see section 2.2.2.1), and when present, can lead workers to feel satisfied. In terms of Maslow's theory, responsibility is a higher-order need (an esteem or ego need), and is reflected by providing the employees with self-respect and esteem (see section 2.2.1.4).

Teachers are professionals responsible for educating young citizens, for advancing culture, and for improving the economic viability and social well-being of the nation (Menlo & Poppleton, 1999). In the school situation, teachers are responsible for accomplishing the following tasks, among others, namely teaching, assessing and reporting students' results, participating in staff development/training/meetings, disciplining students, managing numerous activities, and administration.

Responsibility refers to the teacher's power to control all the aforementioned activities, as well as others. Being charged with important responsibilities may give the teachers pleasure. To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership, and so forth (Boey, 2010:2). When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Boey, 2010:2).

3.2.3.3 Recognition

Recognition is a motivator, according to Maslow's hierarchy of needs (see section 2.2.1.4 that refers to esteem-needs). Recognition leads to motivation, and to job satisfaction.

In educational institutions, students and teachers are the most important resources. The impact teachers have on student achievements, quality education and educational reforms should be recognised by school administrators, and also by other teachers. As affirmed by Karsli and Iskender (2009:2253), teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important.

Teachers as professionals, in all cultures, need to be recognised for their accomplishments, and be appreciated by the parents, communities, governments, and by their colleagues. They should also be valued and recognised for their work accomplishments (Menlo & Poppleton, 1999:142).

Regarding factors that influence the retention, turnover, and attrition of K-12 music teachers in the United States, Gardner (2010:118) found the following, namely of all the factors present in the workplace (support and recognition from administrators, parental support, control over classroom instruction), *recognition* had the strongest positive impact on the teachers' career and job satisfaction. The researcher also found that the teachers' perceptions of the extent of support and recognition from their administrators exhibited the most prominent positive effect on retention (Gardner, 2010:119).

In another study, Thompson, Thompson, and Orr (2003:7) indicated the high premium teachers placed on recognition from others. They found that their overall job satisfaction was motivated by personal satisfaction or recognition from others. The 'others' included their peers, the parents, and administrators.

In Uganda Garrett and Ssesanga (2005:47) found that teachers who were not appreciated or recognised for their achievements tended to be unhappy and dissatisfied with their profession. This finding is contrary to Herzberg's theory that recognition, not being an intrinsic factor, can bring about job dissatisfaction.

Papanastasiou and Zembylas (2006) examined the sources of the teachers' satisfaction or dissatisfaction by means of a survey of 52 teachers. The researchers found that the teachers were dissatisfied with the lack of respect, status, and recognition they experienced from society (Papanastasiou & Zembylas, 2006:240-241). The participant teachers expressed their disenchantment resulting from unfulfilled expectations for respect and recognition. This caused dissatisfaction and a low morale.

A VSO (2008:29) report in Ethiopia confirmed that teachers are often de-motivated by a lack of professional status and recognition. Thus it can be inferred that the lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction.

The influence of this factor in secondary school teachers in Addis Ababa will be investigated.

3.2.3.4 Advancement and promotion

In the teaching profession advancement can be realised when teachers receive the opportunity of being appointed as school principals, department Heads, supervisors, District officers, or to the next level, by achieving additional educational qualifications. As shown by Choi and Tang (2009:775), teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts.

Teachers are more satisfied if their jobs provide opportunities for personal and professional advancement (Rosenholtz, in Sargent & Hannum, 2005:181). Promotion is a means of advancement. According to the Expectancy Theory (see section 2.2.3), promotion is a visible reward that comes as a result of the employees' effort and performance. If the teachers are promoted to a level higher than their present position

as a result of their increased efforts, they are rewarded for their efforts. This will also lead to increased pay, status, and respect. According to the Expectancy Theory, this may lead to high motivation and satisfaction.

In a study examining the determinants of job satisfaction of municipal government employees, Ellickson (2002:351) found that of all the variables (equipment and resources, work space, a safe work environment, training, workload, colleagues, pay, benefits, promotion, performance appraisal, and supervision), aside from departmental pride, the availability of promotional opportunities for government employees exerted a significant and powerful effect on job satisfaction. Ellickson (2002:353), therefore, believes that opportunities for promotion are important determinants of employee satisfaction. Satisfaction with pay, benefits, and performance appraisal had a significant effect on the overall job satisfaction of the employees as well.

Xiaofu and Qiwen (2007), in a survey of 229 secondary school teachers, analysed the relationship between the secondary school organisational climate and teacher job satisfaction. The researchers examined the level of the teachers' job satisfaction, using six factors, namely the nature of the work, material conditions, wages, opportunities for advancement and promotion, interpersonal relationships, and leadership and administration. The results showed that 63.8% of the teachers were dissatisfied with the opportunities for advancement and promotion (Xiaofu & Qiwen, 2007:68-69).

In Ethiopia the opportunities for advancement are rare. Only in some cases will teachers be allowed to advance to the position of principal, supervisor, or District officer. The opportunities for advancement are better for teachers who are at the certificate and diploma-level. These teachers are allowed to advance to diploma and degree-levels, respectively, through summer and in-service training systems. However, at the secondary school level, most of the teachers are not presented with the above-mentioned opportunities. Only a few teachers receive the opportunities for

learning to post-graduate level. With regard to promotion opportunities, the teachers in Ethiopia have to successfully fulfil the criteria of the six teacher career-ladder policy, namely beginning teacher, junior teacher, teacher, advanced/senior teacher, associate/cooperative lead teacher, and lead teacher. The teachers are promoted to these levels and rewarded with an increase in salary provided that they are capable of succeeding if the rigorous evaluation criteria are used.

3.2.4 Demographic variables and job satisfaction

Research regarding the relationship between demographic variables such as gender, age, level of education and teaching experience, and job satisfaction deliver mixed and sometimes conflicting results. The level of job satisfaction perceived by different school teachers working in a similar working environment is often different. This may be accounted for by one of the many factors associated with job satisfaction, namely the demographic factors. These demographic characteristics have been found to influence the level of job satisfaction of teachers. Thus, in most job satisfaction studies it is common practice to include demographic/personal characteristics as some of the factors that influence the relationship between the work environment and job satisfaction. These are used as moderator variables. However, neither the level of their influence nor the direction of the relationship is clear. This shows that, though job satisfaction is influenced by personal characteristics, the literature is far from conclusive about the nature of the relationship (De Nobile & McCormick, 2008:136).

It is one of the goals of Education for All (EFA) that every nation, including Ethiopia, desires quality education for all its people. Improving the quality of education by means of efficient teachers is a current and most sensitive issue. It is, therefore, imperative that the impact of demographic variables on the teachers' job satisfaction be empirically determined.

3.2.4.1 Gender

In studies on job satisfaction, gender is a frequently investigated variable. The investigation of this variable as a determinant of job satisfaction is a sensitive issue. This is because there is a substantial increase in the number of women joining the labour force in recent times (Gargallo-Castel, Garcia-Bernal, Marzo-Navaro, & Rivera-Torres, 2005:280; Oshagbemi, 2000), and this has generated considerable interest for the need to investigate the influence of gender on job satisfaction.

Although the relationship between gender and job satisfaction has been investigated extensively, the results of many of the studies so far have been found inconsistent, contradictory and far from unanimous. Where some studies found women more satisfied with their work, others indicated that the men were more content (Crossman & Harris, 2006; Ma & McMillan, 1999).

Numerous studies in different parts of the world have shown women to be more satisfied with the teaching profession than men (Akhtar & Ali, 2009; Bogler, 2002; Jyoti & Sharma, 2006; Kim, 2005; Koustelios, 2001; Ladebo, 2005; Ma & McMillan, 1999). Kim (2005:678-679) observed that in the Seoul Metropolitan Government studies of gender differences in Korea, the women reported more satisfaction with their jobs than the men, and the credible reasons are that women place greater value than men on intrinsic rewards. In a study Koustelios (2001:356) found that the women teachers were more satisfied with their working conditions than the men, because women employees tend to consider the working conditions to be more favourable than the men do. Other researchers who have studied gender also indicated that female senior secondary school teachers are significantly more satisfied than their male counterparts (Akhtar & Ali, 2009:57). Several reasons were posited for this significant difference in satisfaction. Female teachers' social aspiration, social acceptability, job responsibilities, experiences of challenges and career development were some of the reasons cited. Akhtar and Ali (2009:58) further believe that it is a great achievement for female teachers to be part of the teaching profession and being

treated equally where there is high competition in the world of work, and this facilitates job satisfaction.

According to Kim (2005:670), the job aspects such as salary, job security, worth of providing a public service, the work itself, and promotion prospects that are important and valued by female employees are different from those that are important to male employees, because what women look for in a job is different to what men look for. Kim (2005) further argues that even in the same situation the satisfaction-level of women is different from that of men, because the unfulfilled job values that are valued by women are different from those that are valued by men.

In his study Kim (2005:666) indicated that women reported that the most important motive in their working life was worthwhile work achievement, whereas men reported that promotion, reputation and prestige as public employees were most important. Thus, it seems reasonable to conclude that women employees place more emphasis on intrinsic rewards, whereas men employees value extrinsic rewards more highly. The reasons for the job satisfaction differences between men and women, according to Kim (2005), in agreement with Chiu (1998), are, namely the fact that women have lower expectations than men do, because women tend to compare their jobs with those of other women, whereas men compare their jobs to jobs/positions of other men. Moreover, women may be socialised not to express their discontent, and women and men value different characteristics in a job.

In a study Chiu (1998:530) found that female lawyers have lower overall satisfaction than men do. He (1998:531) argued that the observed lower overall job satisfaction of female lawyers was mostly due to their sense of not having enough influence, promotional opportunities, and financial compensation.

Other studies differ from the above. Research has shown that men are more satisfied with their jobs than women (Crossman & Harris, 2006; Ellsworth, et al., 2008:54; Mertler, 2002). Still other studies have found that there is no significant relationship

between gender and job satisfaction (Akiri & Ogborugbo, 2009; Badenhorst, et al., 2008; Ellickson, 2002; Skaalvik & Skaalvik, 2009:522). Thus, the results are inconclusive.

This issue will be further investigated in this study.

3.2.4.2 Age

Studies regarding the relationship between age and job satisfaction ascertained the existence of significant relationships. However, the exact relationship between age and job satisfaction remains uncertain (Spector, 1997). Early studies by Herzberg, et al. (1957) show the possibility of a U-shaped or curvilinear relationship between age and job satisfaction, implying that employees experience a high level of job satisfaction at the start of their careers, a decrease in the middle ages, and a rebound later on in life.

Other researchers who have studied age and its effect on job satisfaction indicated that job satisfaction appears to decrease with age. For example, Hickson and Oshagbemi (1999) undertook a study to examine the effect of age on the job satisfaction of academics. Age was one of the factors found to impact negatively on their job satisfaction, in the sense that job satisfaction decreased with age (Hickson & Oshagbemi, 1999:541). Garrett and Ssesanga (2005:49) showed that age significantly influences academics' teaching satisfaction, with the younger academics more likely to derive satisfaction from the extrinsic aspects of their job, and their older counterparts derived satisfaction from the intrinsic aspects of teaching. This finding was confirmed by Bolin (2007:59), who determined significant correlations between age and job satisfaction: older teachers derived greater satisfaction from self-fulfilment, salary and collegial relationships. Sargent and Hannum (2005:197) also pointed out that younger teachers were significantly less satisfied with their jobs than their older counterparts.

Other studies differ in their findings. Crossman and Harris (2006), using teachers as participants, found neither a typically linear nor a typically curvilinear relationship between the age of a teacher and his/her job satisfaction. The researchers found a relatively high job satisfaction in the 22-30 and 41-50 age groups, followed by a decrease in the job satisfaction in the 31-40 age groups, and a slightly declining level of job satisfaction in the 50+ age group. Although the exact explanation of this fluctuating level of job satisfaction is unclear, the researchers speculated that certain work-related life events may be a cause. Agreeing with Crossman and Harris, Mertler (2002) found similar fluctuating results regarding the relationship between age and job satisfaction. Mertler (2002:47) describes a U-shaped or curvilinear relationship, in which a higher percentage of teachers expressed satisfaction in the age range from 26-30 years, followed by a considerable decline in the age range from 31-35 years, and finally a rebound later in life (36-40 years).

Studies with other groups differed from the above. Findlay (2004:154) aimed to determine if significant differences in job satisfaction existed according to age, race, educational qualification, and years of teaching experience. He found no significant differences based on age. A study by Ellickson (2002:352) showed that age had no effect on the job satisfaction of the employees. This issue has not been fully investigated in Ethiopia.

3.2.4.3 Level of education

With regard to education level and job satisfaction, a number of researchers indicated that job satisfaction decreases as the education level increases. Glenn and others (in Hickson & Oshagbemi, 1999:537) indicate that education has a negative impact on job satisfaction. A feasible explanation offered by these researchers for this inverse (negative) relationship is that increased education is associated with higher expectations (e.g., in terms of fulfilment and responsibility), indicating that an employee may become dissatisfied with performing routine tasks. Similarly, Ting

(1997:316), in his review, indicated that the more educated employees have high expectations that jobs or organisations may not be able to meet.

In respect of teachers the results were similar. Akiri and Ogborugbo (2009) found a negative relationship between educational level and job satisfaction. They concluded that the most educated teachers are the least satisfied because of the gap that existed between the teachers' expectations and the realities of professional work. Thus, the resultant disenchantment leads to the reduced satisfaction of the higher educated teachers. However, contrary to the findings of Akiri and Ogborugbo (2009), and Hickson and Oshagbemi (1999), Akhtar and Ali (2009:59) found that the level of education was inversely related to job satisfaction. Teachers with a lower level of education were significantly more satisfied than those with a higher level of education. The possible reasons for this, according to Akhtar and Ali, were that highly qualified teachers lacked the possibility of growth, advancement and other school level-related factors. Findlay (2004:157), found that teachers with bachelor's degrees were less likely to be committed to remain in teaching than other teachers. In a study on teacher job satisfaction and factors that influence it, Bolin (2007:59) found significant correlations between educational levels and self-fulfilment and collegial relationships - - teachers with higher educational levels had lower self-fulfilment and collegial relationships. Similarly, Sargent and Hannum (2005:199), doing a multivariate analysis of teacher job satisfaction, found that teachers with higher levels of education were significantly less satisfied with the teaching profession, and significantly more likely to change careers.

The relationship between education and job satisfaction, however, remains unclear, because other studies refute the above findings. Badenhorst, et al. (2008:147), in their study of job satisfaction among urban secondary school teachers in Namibia, found no significant relationship between educational qualifications and the job satisfaction of teachers. Similarly, Turner (2007:90), regarding the relationship between educational level and the job satisfaction of teachers, found a non-significant

relationship between the two. Ting (1997:325) also found that the educational level of employees had no effect on their job satisfaction.

The impact of their level of education on the job satisfaction of Ethiopian teachers has not been investigated in depth.

3.2.4.4 Teaching experience

Teaching experience is another factor that influences job satisfaction. The relationship between the teachers' teaching experience and their job satisfaction is, however, not clear. A study done by Crossman and Harris (2006) on the job satisfaction of secondary school teachers in England, indicated a curvilinear type of relationship between length of service (teaching experience) and the teachers' job satisfaction. The results indicated that satisfaction was high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their teaching careers. In the early periods of employment there were more new things to be learnt from the job, and teachers gained a sense of pleasure from their teaching jobs. But, through time, they develop confidence, new skills and abilities which influence their satisfaction. Research done by Mertler (2002) reported similar findings, with teachers early in their teaching careers as well as those nearing the end of their careers indicating higher levels of job satisfaction than teachers who were in the middle of their careers (a U-shaped relationship).

A different relationship was found in other studies. Akiri and Ogborugbo (2009:54) indicated that teaching experience and job satisfaction are negatively related - an increase in teaching experience was followed by a decrease in job satisfaction. They found (2009:54) that the most experienced teachers are the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influence the teachers' career satisfaction.

Bolin (2007:59) examined five dimensions (self-fulfilment, workload, salary, leadership and collegial relationships) that could influence job satisfaction. His findings showed

significant correlations between the teachers' satisfaction and length of service - the higher the teachers' length of service, the more the teachers were satisfied with their self-fulfilment, salaries, and collegial relationships.

In contrast to the above, Tillman and Tillman (2008:9) found no significant relationship between the teachers' teaching experience and job satisfaction. He investigated the relationships between length of service, salary, supervision, and the teachers' job satisfaction in South Carolina, USA.

The correlation, if any, of the Ethiopian teachers' teaching experience with their job satisfaction has not yet been investigated.

3.3   SUMMARY

This chapter presented the results of studies conducted by researchers on the issue of job satisfaction. It pinpointed and explained aspects of the teachers' work that could lead to satisfaction or dissatisfaction. These factors included working conditions, interpersonal relationships, variables related to the intrinsic characteristics of the job, and demographic variables. The factors included are presented in the figure below.
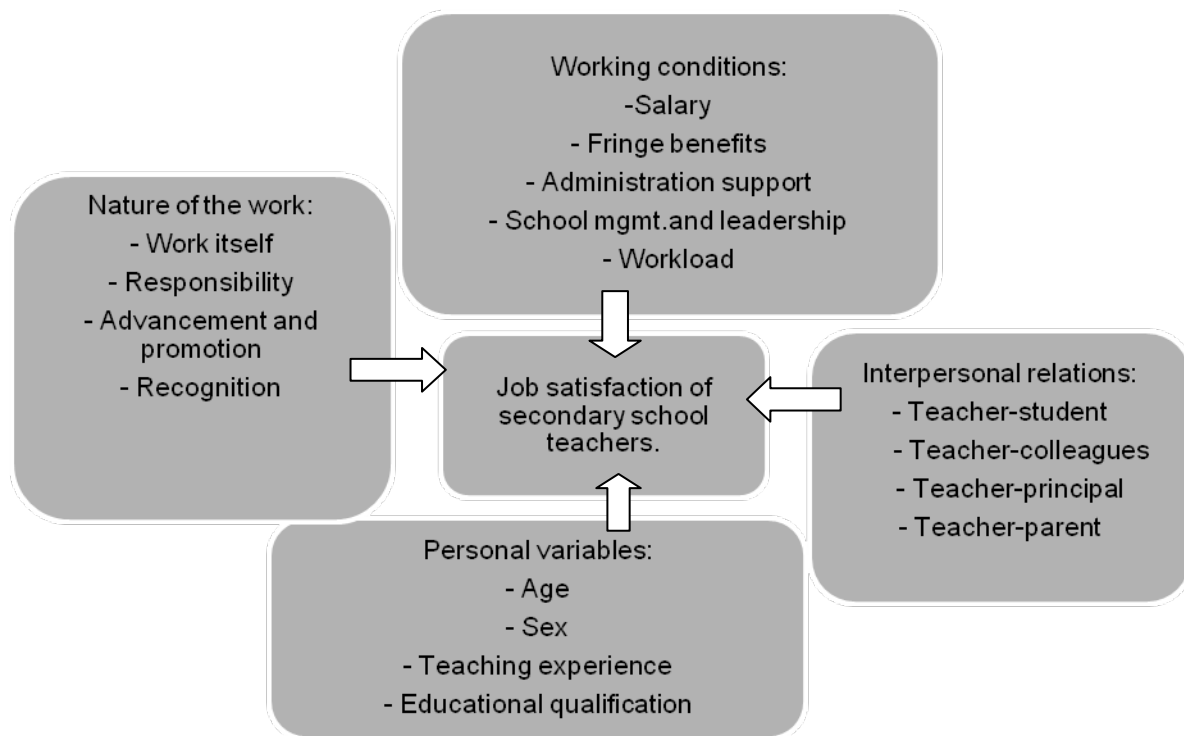
Figure 3.1: Factors influencing the job satisfaction of the teachers

The next chapter will focus on the research design and methods of data collection that were used in this study.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

In the previous chapters, chapters 2 and 3, the theories on job satisfaction and the factors possibly influencing it were presented and explained. Chapter 2 reviewed the literature relating to theories of job satisfaction, while Chapter 3 focused on the research results in respect of factors influencing job satisfaction, specifically *teacher* job satisfaction. Thus, chapters 2 and 3 provided the theoretical framework for the present empirical investigation of the job satisfaction of secondary school teachers in Addis Ababa. The specific research questions were developed from the contents of these two chapters.

In chapter 4 the research design and methodology, including the following sub-sections, will be explained:

- the specific research questions and hypotheses;
- ethical issues; and
- the research design (including population and sampling; data collection; validity and reliability; and data analysis),

4.2 THE SPECIFIC RESEARCH QUESTIONS AND HYPOTHESES

The main research question, as indicated in chapter 1 (see section 1.2), was stated as follows:

What influences the job satisfaction of secondary school teachers in Addis Ababa?

Based on this general research question, specific research questions were stated, and the aims of the research identified (see section 1.3). In the literature review (presented in chapters 2 and 3) the precise factors that could influence the job satisfaction of the secondary school teachers, were identified. From this, specific questions and their corresponding hypotheses were stated.

4.2.1   Research question 1

How satisfied or dissatisfied are teachers of secondary schools with the following aspects of their work, namely

- salary and fringe benefits;
- management;
- the nature of their work (the work itself, workload, responsibility); and
- interpersonal relations?

4.2.2   Research question 2, and hypothesis

Is there a statistically significant relationship between the job satisfaction of Addis Ababa secondary school teachers and

- salary and benefits;
- administrative support and management;
- work characteristics; and
- interpersonal relations?

Null hypothesis 2:
There is no significant relationship between the job satisfaction of Addis Ababa secondary school teachers and

- salary and benefits;
- administrative support and management;

- work characteristics; and
- interpersonal relations.

Research hypothesis 2:

There is a significant relationship between the job satisfaction of Addis Ababa secondary school teachers and

- salary and benefits;
- administrative support and management;
- work characteristics; and
- interpersonal relations.

4.2.3　Research question 3, and hypothesis

Is there a statistically significant difference in the job satisfaction of different groups of teachers of secondary schools in Addis Ababa? (Derived from section 3.2.4)

The groups referred to are of different genders, ages, educational qualifications, and teaching experience.

Null hypothesis 3:

There is no statistically significant difference between the job satisfaction of different groups of teachers in secondary schools in Addis Ababa.

Research hypothesis 3:

There is a statistically significant difference between the job satisfaction of different groups of teachers in secondary schools in Addis Ababa.

4.2.4　Open-ended questions

The teachers were to give their views on

- the factors in their school environment that give them the most satisfaction;
- the factors in their school environment that cause the most dissatisfaction;
- how the education leaders and significant others can improve the job satisfaction of teachers in secondary schools in Addis Ababa.

The aim of these questions was to obtain greater quality responses on the issue of job satisfaction.

The next section indicates the ethical measures that guided the investigation.

4.3   ETHICAL ISSUES

4.3.1   Informed consent

Informed consent, according to Marczyk, DeMatteo, and Festinger (2005:245), is the system for communicating the research study to potential participants and providing them with the opportunity to make autonomous and informed decisions regarding whether to be participants in the study or not. It gives the participants the freedom and self-determination to participate or not. In addition, informed consent gives the participants the opportunity to understand the procedures to be employed, the risks, and the demands that may be made upon them (Best & Kahn, 2001:45). Thus, the researcher has to explain all the required information to his/her prospective participants, including the right to confidentiality, the non-disclosure of information, the right to withdraw from the research process at any time, and the benefits of the research. The researcher also provided the participants with the opportunity to ask questions.

In the context of this study, the participants were teachers of selected secondary schools in Addis Ababa. As adults they were mature enough to make their own decisions after having been informed of all the research issues.

4.3.2   Voluntary participation

If informed consent is to be fully implemented, the researchers have to ensure that the participants have the freedom to voluntarily choose to be members of the research study or not. In the context of this study, the teachers were not coerced by anyone (e.g., the principal, supervisor, colleagues, or the researcher) to participate, to withdraw, or to remain as a participant. That would infringe upon their human rights, and the data collected through coercion would be unreliable. With this in mind the researcher obtained the teachers' voluntary participation.

4.3.3.   Anonymity and confidentiality

The researcher is responsible for ensuring the confidentiality of the protected information, but also for maintaining the confidentiality of information with regard to the privacy and dignity of the participants. Thus, confidentiality involves the teacher's right to have control over the use of or access to his or her personal information, as well as the right to have the information that he or she shares with the researcher to be used anonymously and its source to be kept confidential (Marczyk, et al., 2005:244).

The researcher gave the participants full assurance that their names and the names of their schools would not be revealed. In addition, they were provided with safe places where the interviews were to be conducted. The questionnaires were completed anonymously. No one except the researcher was allowed to see the information provided by the participants. The researcher would not release any information regarding the participants without the participants' permission.

4.3.4   Permission to tape-record the interviews

The participants selected for the interviews were asked for their permission to have the interviews tape-recorded. Afterwards the interviews were transcribed verbatim.

4.4   THE RESEARCH DESIGN

A *research design* is the "…plan that describes the conditions and procedures for collecting and analyzing data" (McMillan & Schumacher, 2010:490). This strategy helps to systematically address the central research problem and specific research questions, for situating researchers in the context of the empirical world and for connecting them to specific sites, individuals/groups, and methods of data analysis. It is the blueprint that explains the procedures that the researcher follows in the collection and the analysis of data (Leedy & Ormrod, 2001:91). This blueprint enables the researcher to address the research question(s) as unambiguously as possible (De Vaus, 2001:9). The research design enables the researcher to draw valid conclusions and to answer the research question(s).

This study used a mixed-methods design to investigate the factors influencing the teachers' job satisfaction. Mixed-methods designs involve collecting, analysing, and interpreting quantitative as well as qualitative data in a single study within one or more of the stages of the research process (Johnson & Onwuegbuzie, 2004:17; Leech & Onwuegbuzie, 2009:267). Using a mixed-methods approach ensures more credible findings because a better understanding of a human phenomenon is gained (Johnson & Onwuegbuzie, 2004). Mixed-methods approaches provide the researchers with additional opportunities to answer a more complete range of research questions, because the researcher is not confined to a single method or approach. Mixed-methods research also enables the researchers to capitalise on the strengths, and to minimise the weaknesses of quantitative and qualitative methods. As outlined by Johnson and Onwuegbuzie (2004:21), the researchers can use the strengths of one method (e.g., the quantitative method) to overcome the weaknesses of the other method (e.g., the qualitative method), or vice versa, when using both methods in a single study. By using words, pictures, and narratives, it is possible to add more meaning to quantitative data. Similarly, numbers can be used to add more precision to words, pictures, and narratives, and this enables generalisation.

Leech and Onwuegbuzie (2009:267) indicate that in mixed-methods research, the researcher uses qualitative research methods for one phase of the research, followed by quantitative methods for the second phase of the study, or vice versa. The two phases are thus conducted sequentially. However, they can also be conducted concurrently.

For the present study that investigates the factors affecting the job satisfaction of secondary school teachers in Addis Ababa, the quantitative phase is followed by a qualitative phase. The reason for this is to gain an in-depth understanding of the quantitative results. McMillan and Schumacher (2010:401) identified this as a *sequential explanatory mixed-methods* design. The primary emphasis was on the quantitative paradigm (this is because there are more research questions dealing with quantitative data), with a secondary emphasis on the qualitative paradigm to investigate the factors influencing the job satisfaction of secondary school teachers in Addis Ababa. The research design can be illustrated as follows:

<p align="center">QUANT →   *qual*</p>

Each phase is explained below.

4.4.1   The quantitative phase

4.4.1.1 The quantitative research design

In this study the researcher used the quantitative research approach (the dominant phase) in the first phase to collect data from the teachers. A survey (also called a *descriptive method*) was used to investigate the factors influencing the job satisfaction of selected teachers at secondary schools in Addis Ababa. This method was selected to answer the quantitative research questions which required a considerable number of participants to enable generalisation of the results (Muijs, 2004:44). In addition,

survey research helps to determine and describe the way things are (e.g., the teachers' opinions, feelings or attitudes) (Gay & Airasian, 2003:277).

Despite the main disadvantage of self-reports as not always being reliable, and as being unable to enable deep understandings and contextual differences, survey methods have advantages in terms of the participants' anonymity (when using questionnaires), flexibility, low cost and effort, and ease of generalisability (Muijs, 2004:44-45). Muijs (2004:45) also recommends survey research for canvassing opinions and feelings about particular issues.

The sample respondents, selected from the relevant population, served as a means of collecting the relevant data.

The population and samples are described in the following sections.

4.4.1.2 The population

The population of this study was classroom teachers in government and public secondary schools in Addis Ababa, Ethiopia. Addis Ababa, the capital of Ethiopia, is divided into 10 administrative districts. According to the Addis Ababa City Administration Education Bureau (2009) Educational Statistics Annual Abstract, there are about 57 secondary government and public schools in these districts. This relates to about 3 224 teachers. Of the 57 schools, 44 are government and 13 are public schools.

In this research study the focus was on teachers in government and public secondary schools because these types of schools comprised the majority of schools. Moreover, in Ethiopia there are big differences between the different types of schools (e.g., government, private, NGO, Mosque, and Church) in terms of teacher salaries, school management, and leadership. However, there are no significant differences between

government and public schools. Thus, the population for this study were teachers from government and public secondary schools in Addis Ababa, Ethiopia.

4.4.1.3 Sampling

Sampling is central to ensure that the generalisations are valid. This is because proper sampling improves the internal and external validity of the measuring instrument (the questionnaires). A *sample* is a set of target respondents selected from a larger population for the purposes of surveys (Singh, 2007:88). It is a smaller group or subset of the total population (Cohen, Manion, & Morrison, 2007:100).

The quality of the research outcome depends, among others, on the size and representativeness of the sample and the sampling strategy used. The samples selected for purposes of analysis should be representative. This is because a representative sample represents the properties of the whole population in question, so that the results found from the sample are generalisable to the population (Muijs, 2004:38).

In line with the recommendations by McMillan and Schumacher (2010: 399) for sampling in mixed-methods research, stratified random sampling was used for the quantitative phase of the study. The stratification was based on the two types of schools, namely government and public schools. Stratification ensured that the sample had the same proportions in each category/group, such as government and local community schools. In this study, eight government and three local community schools comprised the sample schools. Random selection was done by putting all the names of the schools in containers (keeping the two types of schools separate), shuffling the containers and randomly selecting the schools. All the teachers in the selected schools were requested to complete the questionnaire. Thus, 300 teachers were included.

4.4.1.4 The data collection procedure and instrument

The researcher obtained permission for the research from the Ethiopian Ministry of Education (MOE), the AAEB (the Education Bureau), and the principals of each of the sampled schools (see appendices A and B). At each of the sampled schools issues regarding the purpose of the study and data collection by means of the questionnaires were discussed with the principals. On the agreed dates, the researcher personally administered the questionnaire to all the teachers at the schools, on condition that they were willing to participate. Upon completion, the researcher collected *all* the questionnaires, so that a 100% response rate was secured.

For the quantitative phase of the study, a questionnaire served as the data-collection instrument (see appendix C). A self-constructed and self-administered structured questionnaire was used to collect the data from the selected teachers. Cohen et al. (2007:158) argue that questionnaires encourage the respondents to be honest because they are answered anonymously, and they are more economical than interviews.

The questionnaire enabled the researcher to determine quantitatively the relationship between the independent and the dependent variables. The factors influencing the job satisfaction of the teachers (e.g., salary and fringe benefits, administrative support and management, the work itself and workload, and interpersonal relations) were the independent variables, while the job satisfaction of the teachers was the dependent variable.

The questionnaire consisted of three sections (A, B and C).

- Section A addressed the biographical data or personal characteristics of the respondents, and the teachers' general level of satisfaction with their work overall. These characteristics included gender, age, the teachers' teaching experience, educational qualifications, and the teachers' general level of satisfaction with their work.

- Section B consisted of items that determined the teachers' satisfaction or dissatisfaction with specific aspects of their work (the independent variables) as identified from chapters 2 and 3. The items requested the teachers to indicate the extent of their satisfaction or dissatisfaction by means of a four-point rating scale, as follows:

> 1: strongly disagree
> 2: disagree;
> 3: agree; and
> 4: strongly agree.

The questions (as indicated in Tables 4.1 to 4.4 below) were clustered to address the following four main variables:

(i)   salary, fringe benefits, advancement and promotion (Q8 - Q26) – collectively called *salary and benefits*;
(ii)   administrative support, school management and leadership, and recognition (Q27 – Q53) – collectively called *management*;
(iii) workload, the work itself and responsibility (Q54 – Q68) – collectively called the *work characteristics*; and
(iv)   interpersonal relationships (Q69 – Q90)

Table 4.1   Salary and benefits

Item Number	Description	Total
Q8_Q18	Salary	11 items
Q19_Q22	Fringe benefits	4 items
Q23_Q26	Advancement and promotion	4 items
Total		19 items

Table 4.2 Management

Item Number	Description	Total
Q27_Q33	Administrative support	7 items
Q34_Q48	School management and leadership	15 items
Q49_Q53	Recognition	5 items
Total		27 items

Table 4.3 Work characteristics

Item Number	Description	Total
Q54_Q57	Workload	4 items
Q58_Q63	Work itself	6 items
Q64_Q68	Responsibility	5 items
Total		15 items

Table 4.4 Interpersonal relationships

Item Number	Description	Total
69,80,81,88	Teacher-principal relations	4 items
70,75,76,79,82,84,86	Teacher-colleagues relations	7 items
72,74,77,78,85,87,89	Teacher-student relations	7 items
71,83,90	Teacher-parent relations	3 items
Total		22 items

The total job satisfaction of the respondents (the dependent variable) was determined by the totality of the questionnaire.

In the final section, section C, the teachers were asked to

- briefly describe the factors in their working environment that give them the most satisfaction;
- briefly describe the factors in their working environment that dissatisfied them the most; and
- make recommendations to education leaders and stakeholders to improve the job satisfaction of teachers at secondary schools in Addis Ababa.

4.4.1.5 Validity and reliability

The issue of validity is the most important concept that researchers are required to deal critically with. The design of the measuring instrument must be valid so that the collected data will lead to sound conclusions. If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et al., 2007:133).

Validity is the extent to which the measuring instrument (e.g., a questionnaire) we are using essentially measures the characteristic or dimension we intend to measure (Leedy & Ormrod, 2001:98). This implies, if a questionnaire designed to measure teacher satisfaction measures something else (e.g., achievement), then it is not a valid measure of teacher job satisfaction.

In this research validity was addressed as follows:

Content validity, as defined by Cohen et al. (2007:137) is a form of validity that refers to the extent to which the measuring instrument (e.g., test, questionnaire or inventory) shows that it fairly and comprehensively covers the domain or items that it purports to cover. Thus, in the context of the present study, content validity was concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables (dependent and independent) discussed in chapters 2 and 3. These variables included salary and benefits (including promotions), all aspects of management (including administrative support, school management, leadership and recognition), workload (including the work itself and its associated

responsibilities), and interpersonal relationships (with students, management, parents and with colleagues). The content validity was judged by the researcher as well as by his promoter.

Face validity refers to the appearance of the test items. It is where, on the surface, the measuring instrument (test) appears, at face value, to test what it is designed to test (Balnaves & Caputi, 2001; Birmingham & Wilkinson, 2003). In other words, if items are supposed to focus on salary and fringe benefits, do the items appear to measure that construct? Like content validity, face validity cannot be checked using statistical significance tests. It is based on subjective judgment. In this study the face validity was judged by the researcher and his promoter.

Reliability, as defined by Cohen, et al. (2007:146), is the consistency, dependability and replicability of the measuring instrument over time, and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001:99). One means of increasing the reliability of the instrument is the inclusion of more items in the questionnaire. In this study, the researcher ensured that there were enough items per construct. (For *salary and benefits* 19 items were formulated, for *management* 27 items, for *work characteristics* 15 items, and for *interpersonal relationships* 22 items.) In order to determine the reliability of the questionnaire in the study, Cronbach alpha was computed for each of the four main independent variables, and for the one dependent variable (the entire questionnaire). This is a measure of the internal consistency of the questionnaire.

The reliabilities (Cronbach alphas) were as follows:

(i)   salary and benefits – salary=0.78; fringe benefits=0.59; advancement and promotion=0.76

(ii)   management – administrative support=0.84; school management=0.97; recognition=0.76

(iii)   the work itself – workload=0.78; the work itself=0.82; responsibility=0.86

(iv)   interpersonal relationships – teacher-principal relations=0.89; teacher-colleague relations=0.89; teacher-student relations=0.83; teacher-parent relations=0.66.

(v)   general job satisfaction = 0.81

According to McMillan and Schumacher (2010:184), a good rule of thumb is that the reliability needs to be 0.7 or higher. This means that in this research all the variables (except two), have reliability values greater than 0.7. However, it is worthwhile to include variables of which the reliability values are less than 0.7. As suggested by McMillan and Schumacher (2010:182), reliability values are highly dependent on the number of items, so alpha values of 0.5 and 0.66 are acceptable for most research purposes.

Factor analysis was executed, which showed essentially three factors, namely (i) salary and benefits, (ii) management, and (iii) the work itself, and interpersonal relationships. However, to obtain a greater understanding of the influence of each of the main factors identified from the literature review, the *work itself* and *interpersonal relationships* are handled as two separate factors.

4.4.1.6 The pilot study

Ten secondary school teachers from a school that was not selected for this study were randomly selected for piloting the questionnaire. The purpose of the pilot study was to

- check the clarity of the questionnaire items and instructions;
- eliminate poor wording;
- check the readability and understanding levels of the research respondents;
- gain feedback on the time required to complete the questionnaire;

- gain feedback from the teacher respondents on the suitability of the questionnaire items;
- gain feedback regarding the appropriate time to conduct the data collection; and
- identify irrelevant items.

Based on the pilot study, the following changes were made to the questionnaire items and the following decisions were made concerning the data collection, namely vague or unclear items were deleted, items having similar concepts or ideas were rephrased and replaced, and irrelevant items were deleted. Regarding the data collection, it was decided, based on the comments from the teacher respondents, that the data would be collected effectively early in the morning (before the start of the classes), or during lunch.

4.4.1.7 Analysis of the quantitative data

For the quantitative phase of the study, the collected data were analysed by means of the computer using the Statistical Package for Social Sciences (SPSS). The collected data were analysed by means of descriptive and inferential statistics that included frequencies, percentages, means, standard deviations and correlations (descriptive statistics) as well as t-tests, ANOVA and factor analysis (inferential statistics). ANOVA was used to compare group differences in job satisfaction with respect to age, years of teaching experience, and educational qualifications. The t-test enabled the testing of the hypothesis regarding the job satisfaction differences between male and female teachers. The factor analysis was used for identifying the independent variables with similar characteristics.

4.4.2 The qualitative phase

4.4.2.1 The qualitative research design

As explained in the design section of this chapter, the quantitative phase was the dominant one. This is because the investigation was based on testing the stated research questions and hypotheses (see sections 4.2.1, 4.2.2 and 4.2.3).

As a follow-up of the quantitative phase, a less dominant qualitative phase was conducted. This facilitates the internal validity of the study, helps to clarify the findings, and also gives a complete picture of the quantitative results.

4.4.2.2 Sampling

For the qualitative phase, the teacher participants were selected using purposeful sampling. These participants were selected from the same pool as the first group (quantitative phase). A sample of 10 teacher participants was thus selected. Care was taken to purposefully select participants for maximum variation (McMillan & Schumacher, 2010:327). Thus, teachers were included from both school types, with different teaching experiences, from different sexes, ages, and educational qualifications. These selected participants were interviewed to obtain an in-depth understanding of the results of the first phase.

4.4.2.3 Data collection

For this phase of data collection, semi-structured interviews were used. These interview items were developed based on the themes that resulted from the results of the quantitative phase. The semi-structured interview items were presented to the individuals in the same order, as indicated below. However, the researcher probed answers to obtain richer information and greater clarity on the following issues:

- How did they feel about their salaries?
- How did they evaluate the fringe benefits of their work, e.g. the allowances given to them?
- How did they view the promotion opportunities they have?
- How did they experience the leadership practices at their school?
- How did they feel about the administrative support at their school?
- How did they experience the recognition they received from education leaders?
- How did they feel about their workload?
- How did they experience the work itself?
- How did they feel about the different responsibilities they have at school?
- How would they describe their relationship with their school director and their colleagues?
- What was their relationship like with their students and their students' parents?
- What enhanced their job satisfaction?
- What inhibited their job satisfaction?

The interviews were conducted at a time and a place that were convenient for the participants.

4.4.2.4 Measures to ensure trustworthiness

The essence of validity is different in quantitative and qualitative data. In qualitative research trustworthiness refers to honesty, richness, authenticity, depth, subjectivity, and strength of feeling (Cohen, et al., 2007). The most practical way of achieving greater validity is to minimise bias (Cohen et al., 2007:150). The researcher is the method/instrument in interviews. This instrument should be free from bias.

To ensure trustworthiness in this qualitative phase, the following methods were used.

- Extensive time in the field: the researcher spent a significant number of days at the schools where the interviews were conducted. This helped him to form a positive rapport, and gave him the opportunity for continual data analysis, comparison to refine ideas, and time to make observations.
- Tape recording: by making use of a tape recorder it was possible to minimise the researcher's bias. The tape recordings were transcribed verbatim, and thus preserved the words of the participants (Seidman, 2006:114). This method guaranteed the researcher's access to the original data. The participants' own words reflected their consciousness (Seidman, 2006:120).
- Feedback from others: after having completed the interviews and interpreted the data, the researcher could obtain the views of others in the field to determine whether they agreed or disagreed that the researcher had made the appropriate interpretations and had drawn valid conclusions from the data (Leedy & Ormrod, 2001:106).
- External coder: one way to enhance trustworthiness is to have the analysis of the interview transcripts checked by an external coder. The researcher's promoter was the external coder.

4.4.2.5 Analysis of the data

Data analysis is one of the most important steps in the research process. In this research study, Guba and Lincoln's constant comparative method of analysis was used (in Leech & Onwuegbuzie, 2007:565).

This was done as follows:

(i) Categorising and comparing units

The researcher prepared a transcript of the interviews with the participants. Then he carefully read and reread the entire set of data (the transcript). This enabled him to chunk the data into smaller meaningful parts. Following this, the researcher

labelled each similar chunk with a code (Leech & Onwuegbuzie, 2007:565). In this way, categories were identified and documented.

(ii) Integrating categories and their properties

After completing the formation of categories and units, comparisons were made with each code so that similar chunks were clearly labelled with the same code. This process enabled the researcher to see whether the chunks were clearly labelled, to integrate the categories, and to reduce their number.

(iii) External coder

An external coder (the promoter) checked the analysis of interview transcripts. This enhanced the trustworthiness of the findings.

4.5   SUMMARY

This chapter focused on the research design used in the study. The research questions, hypotheses, the data-collection procedures, the methods of data-analysis, and the measures to ensure the validity and reliability of the instruments were indicated and explained.

In the next chapter, chapter 5, the results of the empirical investigation will be presented and discussed.

CHAPTER 5

RESULTS AND DISCUSSION

5.1   INTRODUCTION

In this research study the main research question was:

What influences the job satisfaction of secondary school teachers in Addis Ababa?

From this, the following sub-questions were formulated:

- What are the factors that influence the job satisfaction of secondary school teachers in Addis Ababa?
- Is there a significant relationship between the job satisfaction of secondary school teachers in Addis Ababa and different work factors?
- Do different groups of teachers differ in their views regarding their job satisfaction and the factors that influence it?
- What recommendations can be made to the school managers on how the job satisfaction of teachers in secondary schools in Addis Ababa can be enhanced?

This chapter will present the results and a discussion of the results in order to answer the above-mentioned questions. The results were based on the data that were collected using both quantitative measures (questionnaires) and qualitative methods (interviews and open-ended questions).

In the first section of this chapter the biographical data of the sample of teachers will be provided. The next section presents the results of the quantitative phase. In this section the results from the quantitative data are presented in tables, and are discussed. Thereafter the findings from the qualitative phase that were obtained by

means of open-ended questions and interviews are presented. Finally, all the above-mentioned findings are interpreted and discussed.

5.2   ANALYSIS OF THE BIOGRAPHICAL DATA

Table 5.1 illustrates the respondents' biographical information as determined by questions 1 to 4 of the questionnaire. The total number of respondents was 300.

Table 5.1   The biographical data of the teachers

Variable	F	%
Gender: Male	251	84.0
Female	49	16.0
Age: 21-29	162	54.0
30-39	65	22.0
40-49	34	11.0
50+	39	13.0
Years experience as a teacher: 5 or less	111	37.0
6 – 10	76	25.3
11 – 15	36	12.0
16 – 20	19	6.3
21 and more	58	19.3
Highest academic qualification:		
Education diploma	0	0
BA/BSc degree	273	91
MA/MSc degree	27	9

Table 5.1 illustrates the following: of the total of 300 teachers, the males were in the majority (N=251, 84%), and females made up the rest (N=49, 16%). It is evident that the population is mainly composed of male teachers. The frequency distribution of the respondents by age showed that most of them (N=162, 54%) were in the age category 21 to 29 years. This group was also the youngest age group. The respondents who belonged to the age category 30 to 39 years constituted the second largest group of respondents (N=65, 22%). The respondents who were older than 49 years constituted 13% of the sample, while 11% of the sample belonged to the 40 to 49 year-old group. This shows that the group is predominantly young.

Table 5.1 also indicates that the largest group (N=111, 37.0%) of the respondents had five years or less years experience as a teacher. About 25% of the respondents had six or more years' teaching experience. This shows that slightly less than two-thirds of the teacher respondents (N=187, 62.3%) are relatively inexperienced.

The table above also shows that the highest academic qualification of the respondents was a bachelor's degree (N=273, 91%). Only 27(9%) of the respondents hold masters' degrees. This result shows that, on average, the teachers in the selected secondary schools only have a first degree. This is consistent with the Ethiopian secondary education training system that requires of teachers who teach in secondary schools to have a minimum qualification of at least a bachelor's degree.

5.3   RESULTS OF THE QUANTITATIVE PHASE

For question 1, to facilitate clarity of interpretation, the four questionnaire response categories (strongly disagree=1; disagree=2; agree=3; strongly agree=4) were divided into two categories, namely disagree and agree.

5.3.1   Research question 1

How satisfied or dissatisfied are the teachers in secondary schools with the following work factors, namely salary and benefits, management, work characteristics, and interpersonal relationships?

It was indicated in chapter four that the variables that were clustered based on face validity yielded four factors (salary and benefits, management, work characteristics, and interpersonal relationships) whereas the factor analyses conducted on the aspects of the teachers' work, yielded three factors (salary and benefits, management, work characteristics and interpersonal relationships). However, to obtain a greater understanding of the influence of each of the variables that were identified and discussed in the literature review section of this study, it was decided to

examine separately the factor 'the work itself and interpersonal relationships'. Therefore, the four factors discussed are (i) salary and benefits, (ii) management, (iii) work characteristics, and (iv) interpersonal relationships.

An analysis of each of the four factors follows.

Table 5.2 shows the mean satisfaction ratings of the four 'work' factors, standard deviations, and the average percentages for satisfaction and dissatisfaction.

Table 5.2 The teachers' mean satisfaction ratings of the work factors

Factors	N	Mean	Std	Satisfied (%)	Dissatisfied (%)
Interpersonal relationships	300	2.54	.4971	54.1	45.9
Work characteristics	300	2.43	.5998	50.4	49.1
Management	300	2.21	.6424	40.4	59.6
Salary and fringe benefits	300	1.56	.3827	13.7	87.3

Table 5.2 shows that the lowest mean satisfaction rating was for the *salary and fringe benefits* factor. This factor includes advancement and promotion opportunities. (The mean value of this factor was 1.56, a value obtained by aggregating the mean values of each of the statements of Tables 5.3, 5.4, and 5.5 that follow, and then dividing this value by the total number of items constituting the factor 'salary and benefits' - in this case 19 items). On a scale of 1=strongly disagree/dissatisfied to 4=strongly agree/satisfied, it can clearly be seen that the teachers' experience of this factor was towards the disagreement or dissatisfaction end of the continuum.

Table 5.2 also shows the mean satisfaction rating of the *management* factor. This aspect focuses on administrative support, school management and leadership, and recognition. The mean value of this factor was 2.21, a value which is below average,

thus indicating that, in general, teachers were relatively dissatisfied with this aspect of their work.

Work characteristics encompass workload, the nature of the work and responsibility. A mean of 2.43, as illustrated by Table 5.2, indicates that teachers were also relatively dissatisfied with this aspect of their work.

Table 5.2 indicates the mean satisfaction rating of the *interpersonal relationships* factor. This factor includes the relationship of teachers with their principal, colleagues, students and parents. A mean factor of 2.54 indicated that the teachers were slightly above average satisfied with interpersonal relationships. This is the highest mean of all the factors, indicating that this aspect of their work was the most satisfying.

Finally, Table 5.2 illustrates that, in rank order, the percentage of teachers who expressed their disagreement on the factor *salary and benefits* accounts for 87.3%, while those teachers who indicated agreement/satisfaction accounted for only 12.7% of the sample; for the factor *management* 59.6% disagreed, and 40.4% agreed; for *work characteristics* the teachers were divided in their sentiments, with 50.4% who expressed their agreement, and 49.6% their disagreement with the positive statements. They were also divided regarding their relationships with the principal, colleagues, students, and parents - 54.1% of the teachers expressed their agreement while 45.9% expressed their disagreement with the positively formulated interpersonal relations items.

In the next sections, the teacher's responses on the individual items of the questionnaire are presented.

5.3.1.1 Factor 1: Salary and fringe benefits

The frequencies, percentages and means of the teachers' responses indicate whether they were satisfied or dissatisfied with their salaries (Table 5.3), their fringe

benefits (Table 5.4), and their opportunities for advancement and promotion (Table 5.5).

Table 5.3 The teachers' views on their salaries

Statement	Disagree f(%)	Agree f(%)	Mean	Std
My salary compares well with my qualification(s)	293(97.9)	7(23)	1.29	.518
My salary compares well with my workload	285(95)	15(5)	1.41	.585
My salary is appropriate for my experience	298(99.3)	2(0.7)	1.32	.481
My salary enhances my status	289(96.3)	11(3.7)	1.35	.558
My salary improves my commitment	283(94.3)	17(57)	1.42	.651
I earn well in comparison to other professional jobs	227(75.7)	73(24.3)	1.80	1.045
I have good expectations for a salary increase	196(65.3)	104(34.7)	2.13	1.105
My salary is equal to the effort I put into my job	289(96.3)	11(3.7)	1.36	.588
My salary covers all my basic needs	297(99)	3(1)	1.17	.399
My salary keeps me in my job	289(96.3)	11(3.7)	1.30	.532
I am satisfied with my salary	298(99.3)	2(0.7)	1.18	.404
Variable			1.43	.371

Table 5.4 The teachers' views on their fringe benefits

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I am pleased with the vacation leave I get	177(59)	114 (38)	2.14	.982
I am happy with the allowances given	256(85,3)	44(14.7)	1.56	.771
The quality of in-service training is good	227(75,7)	73(24.3)	1.85	.867
As a teacher I enjoy many benefits	282(94)	18(6)	1.38	.661
Variable			1.73	.555

Table 5.5 The teachers' views on advancement and promotion

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I have many opportunities for professional advancement	254(84.7)	46(15.3)	1.65	.811
I have opportunities for promotion	259(86.3)	41(13.7)	1.63	.766
I am happy with the way teachers are evaluated	250(83.3)	50(16.7)	1.72	.794
My job provides me with an opportunity to achieve professionally	218(72.7)	82(27.3)	1.93	.930
Variable			1.73	.631

The results in Table 5.3 show that the teacher respondents mostly disagreed with all of the 11 statements. Thus, the data tended to reflect a pattern of teacher discontent as far as salary is concerned. In addition, a variable mean of 1.43 indicates that the teachers were very dissatisfied with this aspect of their work. The highest area of dissatisfaction or disagreement had to do with the appropriateness of their salaries to their experience, and the overall satisfaction level of the teachers' salaries (n=298, 99.3%), followed by the factor whether the monthly salary the teachers received covered all their basic needs (n=297, 99%), and whether their salary compared well with their academic qualifications (n=293, 97.9%).

The second area of discontent was related to whether their salary enhanced the status they had in the community, the comparison between teachers' salaries and the effort needed for the job, and whether the monthly salary the teachers received kept them in their jobs (n=289, 96.3%, respectively). Ninety five percent of the respondents expressed their disagreement with the statement "My salary compares well with my workload", and 94% of the respondents expressed their disagreement with the statement "My salary improves my commitment".

Table 5.4 shows the frequencies, percentages, and the means of each of the teachers' responses to the four statements that focussed on *fringe benefits.* A variable mean of 1.73 indicated that the teachers were very dissatisfied with the

fringe benefits they received. More than 90% (N=282, 94%) of the respondents reported their disagreement with the statement that they enjoyed many benefits. Similarly, the majority of the teacher respondents (N=256, 85.3%) were not happy with the types of allowances given to them. Approximately three-quarters of the respondents expressed their dissatisfaction with the quality of in-service training that they received, while just more than half of the teachers disagreed that they were happy with their vacation leave (N=177, 59%).

According to Table 5.5, the teachers held strong negative views of the opportunities they had for advancement and promotion. This was also evident from a variable mean of 1.73 which indicated that the teachers were highly dissatisfied with their fringe benefits. Slightly more than three-quarters of the respondents expressed their unhappiness with the opportunities for promotion, professional advancement, and with the way they are evaluated by their superiors (N=259, 86.3%; N=254, 84.7%; and N=250, 83.3%, respectively). In addition, approximately three-quarters disagreed with the statement that their job provided them with opportunities to achieve professionally (N=218, 72.7%).

5.3.1.2 Factor 2: Management

The frequencies, percentages, and the means of the teachers' responses indicated their satisfaction or dissatisfaction with management. This included the administrative support they received (Table 5.6), school management and leadership (Table 5.7), and the recognition they received (Table 5.8).

Table 5.6 The teachers' views on administrative support

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I am satisfied with the administrative support I receive at school	204(68)	96(32)	1.99	.922
Administrative support enhances my commitment	202(67.3)	98(32.7)	2.03	.876
There is sufficient instructional material available	212(70.7)	88(29.3)	1.96	.866
My school has good security	180(60)	120(40)	2.14	.866
I get enough support with student disciplinary problems	208(69.3)	92(30.7)	2.06	.822
The school administration supports good teacher-student relationships	165(55)	135(45)	2.27	.905
The school administration evaluates my work fairly	179(59.7)	121(40.3)	2.23	.875
Variable 750(35.7)		1350(64.3)	2.10	.630

Table 5.7 The teachers' views on school management and leadership

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I am satisfied with our school's policies	181(60,3)	119(39.7)	2.17	.873
I am happy with how decisions are made at my school	216(72)	84(28)	2.01	.834
I am pleased with the leadership style of the school directors	182(60.7)	118(39.3)	2.19	.952
I am satisfied with the teacher management system of the school	190(63.3)	110(36.7)	2.17	.901
The leadership style at my school enhances my commitment	200(66.7)	100(33.3)	2.12	.867
I am pleased with the leadership quality of my school director(s)	195(65)	105(35)	2.13	.900
I am satisfied with how the school director handles the teachers	183(61)	117(39)	2.18	.937
My school director works well in a group	167(55.7)	133(44.3)	2.28	.911
My school director is competent	175(58.3)	125(41.7)	2.23	.932
The school director supports the staff	162(54)	138(46)	2.30	.904
My school leader values me as a teacher	136(45.3)	164(54.7)	2.45	.929
My school leaders treat me fairly	146(48.7)	154(51.3)	2.39	.967
My school leaders listen to my suggestions	139(46.3)	161(53.7)	2.41	.941
My school director does his/her best toward fulfilling the school's mission/goal	152(50.7)	148(49.3)	2.41	.919
My school director focuses his/her attention on identifying my strengths	177(59)	123(41)	2.20	.890
Variable	1899(42.2)	2601(57.8)	2.24	.757

Table 5.8 The teachers' views on the recognition they receive

Statement	Disagree f(%)	Agree f(%)	Mean	Std
In my school, I am recognised for a job well done	147(49)	153(51)	2.45	.918
I get enough recognition from education leaders	179(59.7)	121(40.3)	2.25	.853
At my school the parents respect the teachers	175(58.3)	125(41.7)	2.24	.830
At my school the students respect the teachers	188(62.7)	112(37.3)	2.18	.861
I get enough recognition from my immediate supervisor for my work	188(62.7)	112(37.3)	2.18	.861
Variable 623(41.5)		877(58.5)	2.26	.617

Table 5.6 presents the teachers' views on the seven statements constituting the *administrative support* variable. This table depicts that most of the respondents were dissatisfied with each of the seven statements. Thus, it seems that teachers were dissatisfied with the school administration practices. The variable mean of 2.10 also confirms the teachers' negative views regarding the support provided by their school administrators. More than two-thirds of the teachers expressed dissatisfaction with the availability of instructional materials (N=212, 70.7%). In addition, nearly two-thirds of the teacher respondents reported having negative views of the support provided with respect to student disciplinary problems (n=208, 69.3%), school administration (N=204, 68%), and the influence the school administration has on the teachers' commitment levels (N=202, 67.3%). More than half of the respondents reported their dissatisfaction with school security (N=180, 60%), and the fairness of the school administration's evaluation system to evaluate the teachers' work (N=179, 59.7%).

According to Table 5.7, slightly more than two-thirds of the teacher respondents reported their unhappiness with the way decisions were made at their school (N=216, 72%). In addition, exactly one-third of the respondents indicated that the leadership

style practiced by their principals did not enhance the teachers' commitment (N=200, 66.7%). It is also evident from Table 5.7 that nearly two-thirds of the respondents viewed the leadership quality of their principals and the teacher management system of their schools as not satisfying and/or discouraging (N=195, 65%; N=190, 63.3%, respectively). About 60% of the respondents were displeased with their schools' policies, with the way the school director handles teachers, and with the leadership style of their school directors (N=181, 60.3%; N=183, 60.3%; N=182, 61%, respectively). In general, the teachers were dissatisfied with the school management and leadership practices of their school leaders (Mean=2.24 and Std=.757).

Table 5.8 indicates that most of the respondents were dissatisfied with each of the five issues stated. This was also evident from the variable mean of 2.26, a value below average satisfaction on a scale of 1=strongly disagree/dissatisfied to 4=strongly satisfied/agree. Specifically, more than 60% of the teacher respondents were dissatisfied with the respect they received from their students, and the recognition they received from their immediate supervisors (N=188, 62.7% each).

5.3.1.3 Factor 3: Work characteristics

The *work characteristics* included workload (Table 5.9), the work itself (Table 5.10), and their responsibilities at work (Table 5.11).

Table 5.9 The teachers' views on their workload

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I am satisfied with my workload	131(43.7)	169(56.3)	2.49	.923
I am happy with my working hours	128(42.7)	172(57.3)	2.55	.926
The demands of my job are fair	179(59.7)	121(40.3)	2.23	.875
I have enough time to participate in social activities	113(37.7)	187(62.3)	2.61	.821
Variable 649(54.1%)		551(45.9%)	2.47	.686

Table 5.10 The teachers' views on the work itself

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I am happy with the type of work I do as a teacher	137(45.7)	163(54.3)	2.48	.980
I have opportunities for personal development	187(62.3)	113(37.7)	2.20	.874
I derive pleasure from teaching	169(56.3)	131(43.7)	2.30	.994
I obtain intellectual rewards from teaching	179(59.7)	121(40.3)	2.21	.861
I have the opportunity to use my skills at school	138(46)	162(54)	2.48	.879
I believe my teaching develops the children	74(24.7)	226(75.3)	2.93	.906
Variable 916(50.9)		884(49.1)	2.43	.679

Table 5.11 The teachers' views on the responsibilities of their work

Statement	Disagree f(%)	Agree f(%)	Mean	Std
I am satisfied with my autonomy as a teacher	160(53.3)	140(46.7)	2.37	.911
I am satisfied with the amount of freedom I have in decision-making	181(60.3)	119(39.7)	2.25	.889
I am satisfied with my responsibility to solve problems at school	170(56.7)	130(43.3)	2.36	.828
I am pleased with my teaching responsibilities	120(40)	180(60)	2.64	.917
I am satisfied with my school responsibilities after hours	167(55.7)	133(44.3)	2.32	.89
Variable 702(46.8)		798(53.2)	2.39	.71

Table 5.9 shows that more than 60% of the respondents were satisfied with the time they had to participate in social activities (N=187, 62.3%). Just more than half of the respondents were satisfied with their workloads in their schools, and with their working hours (57.3% and 56.3%, respectively). The item in this group that met with negativity, was that the demands of their job were fair - 179 (59.7%) disagreed.

According to Table 5.10, the mean satisfaction of respondents on the work itself (mean=2.43 and Std=.679) variable fell in the *dissatisfied* range. The variable mean of 2.43 also indicated that the teachers were on average less than satisfied with this aspect of the work itself. The data from Table 5.10 revealed that the teachers expressed their agreement (satisfaction) with three of the issues stated. Almost three-quarters of the respondents believed that their teaching developed the children (N=226, 75.3%). Also, about 54% of the respondents were happy with the type of work they did, and with the opportunities they had to use their own skills at school. However, the teachers had strong negative feelings about the apparent lack of opportunities they had for personal development (N=187, 62.3%). In addition, 179 (59.7%), of the teachers disagreed with the statement "I get intellectual rewards from teaching".

Table 5.11 shows the teachers' perceptions of their responsibilities at work. The variable mean of 2.39 for the five items indicated that the teachers, on average, were less than satisfied with this aspect of the work itself. From the data in Table 5.11, it is evident that the teachers were particularly dissatisfied with the freedom they had in decision-making, with 60.3% reporting to be dissatisfied, while 60% of the teachers were pleased with their teaching responsibilities.

5.3.1.4 Factor 4: Interpersonal relations

Interpersonal relationships may also influence job satisfaction. Table 5.12 illustrates the teachers' views on their relationships with their principals; Table 5.13 shows how they see their relationships with their colleagues; Table 5.14 illustrates their

perceptions of their relationships with their students; and Table 5.15 depicts their relationships with the parents. These tables show the frequencies, percentages, and means of each of the variables.

Table 5.12 The teachers' views on teacher-principal relationships

Statement	Disagree f (%)	Agree f (%)	Mean	Std
I am happy with my relationship with the school director	150(50)	150(50)	2.41	.908
I am happy with the support I get from the school director	164(54.7)	136(45.3)	2.32	.873
I am satisfied with the respect I receive from my school director	130(43.3)	170(56.7)	2.49	.920
I have friendly relations with my school director	132(44)	168(56)	2.52	.905
Variable 624(52)		576(48)	2.44	.784

Table 5.13 The teachers' views on teacher-colleague relationships

Statement	Disagree f (%)	Agree f (%)	Mean	Std
I am satisfied with my relationships with my colleagues	86(28.7)	214(71.3)	2.93	.919
I am satisfied with the support I receive from my colleagues	104(34.7)	196(65.3)	2.68	.829
I am pleased with the relationships among the staff members	85(28.3)	215(71.7)	2.88	.802
I am happy with the behaviour of my colleagues towards me	86(28.7)	214(71.3)	2.86	.762
I am happy with the respect I receive from my colleagues	61(20.3)	239(79.7)	2.95	.761
I am satisfied with the feedback I get from my colleagues	213(71)	87(29)	2.79	.789
My relationships with my colleagues enhances my teaching	107(35.7)	193(64.3)	2.78	.825
Variable 1358(64.7)		742(35.3)	2.84	.628

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Table 5.14 The teachers' views on teacher-student relationships

Statement	Disagree f (%)	Agree f (%)	Mean	Std
I am happy with my relationships with the students	92(30.7)	208(69.3)	2.81	.842
I am satisfied with the behaviour of the students	213(71)	87(29)	2.04	.835
I am happy with how I handle student discipline	98(32.7)	202(67.3)	2.75	.781
I am pleased with the motivation of the students	177(59)	123(41)	2.31	.869
I am satisfied with the feedback I get from the students	94(31.3)	206(68.7)	2.77	.852
I am satisfied with the student discipline	211(70.3)	89(29.7)	2.00	.873
My good relations with students keeps me in teaching	157(52.3)	143(47.7)	2.40	.907
Variable 1058(50.4)		1042(49.6)	2.44	.603

Table 5.15 The teachers' views on teacher-parent relationships

Statement	Disagree f (%)	Agree f (%)	Mean	Std
I am pleased with my relationships with the students' parents	145(48.3)	155(51.7)	2.47	.835
I am pleased with the respect I get from the parents	152(50.7)	148(49.3)	2.49	.920
In my school, the parents are involved in their children's learning	232(77.3)	68(22.7)	1.89	.794
Variable 371(41.2)		529(58.8)	2.28	.630

The following is most significant from tables 5.12 to 5.15:

Table 5.12 indicates that the mean of the variable *teacher-principal relationships* is 2.44, which indicates that the teachers, on average, were dissatisfied with this

component of their work. Of the teachers, 56.7% were satisfied with the respect they receive from their principals, and 56% with the friendly relations they had with their school directors. They were, however, dissatisfied with the *support* they got from their school principals (N= 164, 54.7%).

Table 5.13 shows the frequencies, percentages, and mean satisfaction or dissatisfaction rating of the teachers' views of teacher-colleague relationships. As observed from this table, the average mean of 2.84 indicates that the teachers were relatively satisfied with this aspect of their work. This shows that Ethiopian teachers in Addis Ababa are sociable, and value their relationships with their colleagues. The teachers expressed a strong positive feeling with regard to six of the seven statements. Most of the teachers reported satisfaction with the respect they received from their colleagues (N=239, 79.7%), with the relationships among the staff members (N=215, 71.7%), and with the behaviour of their colleagues (N=214, 71.3%).

Table 5.14 reveals that, in general, the teachers were dissatisfied with their relationship with the students - the variable mean was 2.44. Between two-thirds and three-quarters of the respondents were not satisfied with the behaviour and discipline of the students (N=213, 71%, and N=211, 70.3%, respectively). However, about two-thirds of the sample were happy with the relationships they had with their students, with the feedback they got from the students, and with the way they handled student discipline (N=208, 69.3%; N=206, 68.7%; and N=202, 67.3%, respectively).

Table 5.15 indicates that, in general, the teachers were very dissatisfied with the teacher-parent relationships, as indicated by the variable mean of 2.25. Strong dissatisfaction was especially indicated for the parents' involvement in their children's learning (N=232, 77.3%). The teachers had mixed sentiments with regard to their relationships with the students' parents, 51.7% of the sample agreed and 48.3% disagreed with the item, and with the respect they got from the students' parents, 50.7% disagreed and 49.3% agreed with the statement.

5.3.2　Research question 2

Is there a statistically significant relationship between the job satisfaction of Addis Ababa secondary school teachers and

- *salary and benefits;*
- *administrative support and management;*
- *work characteristics; and*
- *interpersonal relations?*

Null hypothesis:

There is no significant relationship between the job satisfaction of Addis Ababa secondary school teachers and

- salary and benefits;
- administrative support and management;
- work characteristics; and
- interpersonal relations

Correlations were calculated. The results are depicted in Table 5.16.

Table 5.16　The correlations, and the significance of the correlations

Factors	Correlation with job satisfaction	Significance
Salary and benefits	0.4632	P < 0.0001
Management	0.3502	P = 0.0186
Work characteristics	0.3905	P= 0.0003
Interpersonal relationships	0.2052	P=0.0115

Table 5.16 portrays that all the correlations were statistically significant as follows: The correlations between job satisfaction and (i) *salary and benefits*; as well as (ii) *work characteristics* were significant on the 1% level (r=0.46, p<0.01 and r=0.39, p<0.01 respectively). The correlations between job satisfaction and (iii) *management* as well as (iv) *interpersonal relationships* were significant on the 5% level (r=0.35, p<0.05 and r=0.21, p<0.05 respectively). Thus, the null-hypotheses may be rejected for all four factors.

Considering that correlations of 0,8 to 0,99 = very high; 0,6 to 0,79 = high; 0,4 to 0,59 = moderate; 0,2 to 0,39 = low; and 0,01 to 0,19 = very low, Table 5.16 shows the following: There were *moderate* correlations between job satisfaction (on the one hand), and *salary and benefits* on the other hand. The correlations of the other factors with job satisfaction were *low*. In all instances the correlations were positive, which means that the more the one variable (e.g. job satisfaction) increases, the more the other variables (the four factors) also increase.

According to McMillan and Schumacher (2012:234), "Coefficient is a way of expressing the degree to which there is common properties or characteristics. To obtain an estimate of the proportion of the variance that the two measures share..., the coefficient must be squared". A correlation of 0.46 squared is 0.212 – this is the coefficient of determination. This coefficient means that the variables (*job satisfaction*, and *salary and benefits)* have 21% of their variance in common. Thus, 79% is left unexplained by the correlation of 0.46.

From the above it seems that the four factors contribute towards job satisfaction in the following rank order: Salary and benefits: 21% (0.46 squared); work characteristics: 15% (0.39 squared): management: 12% (0.35 squared); and interpersonal relationships: 4% (0.21 squared). These results suggest that satisfaction *with salary and benefits* is likely to play a highly significant role in determining the job satisfaction of secondary school teachers in Addis Ababa. In terms of Maslow's Hierarchy of

Needs Theory (Maslow 1954), this result is not surprising, since individuals (such as teachers) who are unable to fulfil their basic needs will not be motivated to deliver quality teaching.

5.3.3   Research question 3

Is there a statistically significant difference in the job satisfaction of different groups of teachers of secondary schools in Addis Ababa?

(This question was derived from section 3.2.4). The groups referred to are of different genders, ages, educational qualifications, and teaching experience.

Null hypothesis:
There is no statistically significant difference between the job satisfaction of different groups of teachers of secondary schools in Addis Ababa.

Analysis of variance revealed that although the females were slightly more satisfied with their work than the males (means of 2.00680 and 1.87915, respectively) there were no statistically significant difference between the job satisfaction of the two genders (F=1.3165; probability of 0.2521). Thus, the null-hypothesis is accepted. The finding that gender made no statistically significant differences in job satisfaction is in agreement with the conclusion of Badenhorst, et al. (2008:147) that in respect of the teachers in their sample there was no significant relationship between gender and job satisfaction. This was also true in Akiri and Ogborugbo's (2009:54) finding that the teachers' gender does not significantly influence their job satisfaction levels.

Similarly, analysis of variance revealed that although the master's degree teachers were slightly more satisfied than the teachers holding first degrees only, (means of 1.95062 and 1.89499, respectively) there were no statistically significant difference between the job satisfaction of the teachers with the two different levels of qualifications (F=0.1492; probability of 0.7564). The null-hypothesis is therefore accepted. This finding supports other researchers' findings (Badenhorst, et al.,

2008:147; Ting, 1997:325; Turner, 2007:90). Turner (2007:90) found a non-significant relationship between the job satisfaction and educational qualifications of the teachers in his sample.

This study suggests that teachers in secondary schools derive satisfaction from the work aspects related to interpersonal relationships with colleagues and teaching *per se,* but these levels of satisfaction are not related to their educational qualifications.

However, significant differences in job satisfaction were found for teachers of different years' of teaching experience and of different age groups, as illustrated in Tables 5.17 and 5.18.

Table 5.17 The job satisfaction of the teachers of different age groups

Age group	N	Mean	DF	F	Significance
50+	39	2.316			
30-39	65	1.980			
40-49	34	1.833			
21-29	162	1.782	3	6.6410	0.0002

Tukey-Kramer HSD calculations show that the statistically significant differences are between the 50+ and the other age groups on the 1%-level of significance. The 50-plus year-olds were significantly more satisfied with their jobs than the younger teachers, as shown by their higher means in Table 5.17. This may be related to the fact that the older teachers attach more value to the intrinsic aspects of a job, or they may have adapted to the working conditions prevailing in schools, or they may expect less from what they do since they are nearing retirement. The finding that age had a significant influence on job satisfaction agrees with the findings by Bolin (2007:59) that the older the teacher, the greater his/her satisfaction with the job. Similarly, the study by Sargent and Hannum (2005:197) reported that the younger teachers were significantly less satisfied with their jobs than their older counterparts.

Significant differences in job satisfaction were also found in teachers with different years of experience, as follows:

Table 5.18 The job satisfaction of the teachers with different years' experience

Experience (years)	N	Mean	DF	F	Significance
21+	58	2.167			
11-15	36	1.935			
5-	111	1.868			
16-20	19	1.825			
6-10	76	1.746	4	3.1402	0.0155

Table 5.18 and Tukey-Kramer HSD calculations showed that the statistically significant differences were between the 21 and more years of experience and the other less experienced groups, on the 5%-level of significance. Those teachers with 21 years and more experience were significantly more satisfied with their jobs than the less experienced teachers.

The above-mentioned finding may be explained by the fact that more teaching experience may lead to greater knowledge of working conditions, procedures, responsibilities and expectations. The finding that teachers with more years of teaching experience were significantly more satisfied with their jobs than the less experienced teachers corroborates the finding by Bolin (2007:59) that the higher the teachers' length of service, the more the teachers were satisfied with the different aspects of their jobs.

5.4   FINDINGS OF THE QUALITATIVE PHASE: OPEN-ENDED QUESTIONS AND INTERVIEWS

The three open-ended questions in the questionnaire asked teachers to briefly describe the factors in their school environment that gave them the most satisfaction, or dissatisfied them the most, and to recommend ways on how education leaders and stakeholders may improve their work satisfaction levels. The teacher respondents wrote about 1,627 responses to the three open-ended questions.

In the following sections a description of the work factors that are related to enhancing and/or inhibiting the teachers' job satisfaction, and recommendations to improve the job satisfaction of teachers are presented.

5.4.1   Factors that enhanced the job satisfaction of the teachers

Table 5.19 indicates the work factors that teacher respondents identified as the most satisfying, together with the frequencies of their responses. A total of 326 responses were clustered into five categories. Of these five aspects of the teachers' work, the category 'no satisfier' described those work factors that were not satisfying to the teachers at all.

Table 5.19   The most satisfying aspects of the teachers' work

Work factors	Number of responses	Percentage of responses (%)
Collegial/staff relationships	122	37.4
No satisfying work factor	97	29.8
Work characteristics (teaching, responsibility, and workload)	67	20.6
Student achievement and success	23	7.0
School environment	17	5.2
Total	326	100.0

Table 5.19 shows that the teachers had strong positive views of their relationships with their colleagues and/or members of the staff. The category with the biggest number of responses was for this aspect of their work – 122 (37.4%) responses related to teacher-colleague/staff relationships. The teachers' written comments also reflected that the characteristics of their work (the responsibilities related to teaching) are one of the factors that enhanced their job satisfaction (20.6% of the responses focused on this factor). A smaller number of responses focused on student achievement and success (7%), and the working environment (5.2%).

The teachers who were interviewed were also given the opportunity to reflect on aspects related to salary and benefits, school management, leadership and administration, work characteristics, and their interpersonal relationships with parents, students, colleagues and the school principals.

The next section indicates their views (based on the open-ended questions and the interviews).

5.4.1.1 Work characteristics

The work characteristics included the teaching itself, responsibility and workload. From the work factors identified as affecting the teachers' job satisfaction, the mean ratings related to *work characteristics*, as depicted in Table 5.2, illustrated that this factor was the second most important in enhancing job satisfaction (interpersonal relationships was the most important factor). In the interviews the teachers repeatedly referred to the powerful feeling of love they had for teaching. For example,

> I love teaching very much. Teaching has so many advantages...It lets you read and stay in contact with current information. In addition, teaching gives you autonomy and lets you focus only on your duty…. No one interferes with your work. You are the one who controls every activity of your class. You know, a teacher means truth...you do not lie to your learners. If you are a mathematics teacher, for example, you always know and teach that 2+2=4. The same is true when you teach languages.
> I love the profession because teaching develops me from the very beginning. This profession is mixed with my blood. I know that if I were in other organisations or institutions or professions, I would not be poor. However, I believe that because of my professional contribution there are many scientists, doctors, engineers, pilots, teachers, managers, etcetera in our country.

The teachers' sense of professional worth and value, their capacity to influence the achievement and success of their students, and their contribution to the development of their country were some of the most frequently mentioned aspects of their work that provided them with a sense of great satisfaction. This is illustrated by the following comments:

> A farmer prepares his land for harvest and sees his one-year season product. Starting from the beginning to the end of a year he prepares his land and will see the result of his one-year land product. However, if you consider a teacher, he or she plants wisdom or knowledge into others' minds for lifelong learning. I get a lot of satisfaction from helping to

open students' minds, their 'selves', and their souls. The teacher is responsible to adjust the whole personality of children. This in itself is very important and makes me happy.

You are the nearest intellectual upport to children to clean, make good, and brighten their minds and plant worthwhile ideas in their minds for the rest of their lives. You can contribute towards them becoming professors, doctors, engineers and leaders of their country, and this makes me happy.

Teachers also expressed positive views on how they accepted the responsibility for whatever teaching entailed. These views are reflected by the following comments:

I do accept my teaching responsibilities. I am a member of the disciplinary committee. I act as a negotiator when there is conflict among people. I was the chairperson of the school's beauty and recreation club, etcetera...I do all these activities with no other external influence but my motivation. I am self responsible. I give advice and mentor the young teachers with regard to their behaviour, method of teaching, handling the system of misbehaving students, and how to be role-models for students, how to be responsible for every activities of their young teachers, etcetera. In addition, when I see wrong acts from the school administration, I give them advice and feedback.

There was a teacher in our school who did not teach his students responsibly. This teacher comes to class without being prepared, and leaves the class early. The students were angry. The other day when this teacher came to class all the class students lay down on their desks and showed their unwillingness to be taught. They did it repeatedly. I then assumed responsibility to solve the issue. I gave him [the teacher] the advice to respect his students, to teach the students responsibly, and to understand his students. I was able to solve the problem effectively, and this makes me happy.

It was also interesting to note that the teachers voiced very little concern about their workloads. The teachers explained that in comparison to previous years, their workloads were reasonable, and they were able to accomplish their tasks comfortably. However, the teachers voiced their disappointment in respect of activities related to paperwork, like Continuous Professional Development (CPD), the School Improvement Program (SIP), and others. The following are typical comments:

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As compared to previous years, now it [the workload] is okay. On average, you have between 15 and 20 credit hours per week. However, other work-related activities like CPD, SIP, etcetera are tiresome, and take up too much of our time.

The workload in our department is fair and not that difficult. The problem is with the period distribution. We are forced to teach during the first [morning] and last [afternoon] periods. Moreover, other paper-related activities such as CPD, and SIP add unnecessarily to our workloads.

5.4.1.2 Interpersonal relationships with colleagues

Both in the interviews and from the open-ended questionnaire items, the teacher respondents revealed that their relationships with their colleagues were a significant aspect of their job satisfaction. Positive social relationships with colleagues were important sources of the teachers' emotional well-being, because the teachers believed that their colleagues were their source of friendship, as well as of social and emotional support. Collegial relationships were seen as the most satisfying aspect of the teachers' work, as revealed by both the questionnaire items and the interviews. This was confirmed by the following comments:

With my colleagues I have very positive relationships. The majority of the teachers in my department have less teaching experience than I have. We have friendly relations. They ask me to give them advice, to mentor their activities, and to share my experience. I also ask them to share with me *their* experiences. We work as a team, supporting one another and exchanging ideas, and this gives me great pleasure and satisfaction. In this way we accomplish our tasks in a friendly way. This helps me to do my work effectively. My home is very far from the school. However, since I love the staff members of the school, I don't try to be transferred to another school.

5.4.1.3 Student achievement and success

Even though a lack of motivation of *some* students was a dissatisfying factor for the teachers, it appeared that the teachers received satisfaction from the achievement

and success of a significant number of students. The following are typical teacher comments:

> When I see my former students of 15 or 20 years back and now in positions of high authority, this makes me happy. And when they see me they show me respect, kindness, and greetings, shake my hand and call me 'teacher'. I have no words to express the feelings I have when they call me 'teacher.' When I watch my students grow and be successful individuals, I feel that I am part of their success and I feel very satisfied with my work.

> I feel that I transformed children and youngsters from ignorance to adults capable of doing activities with knowledge, and this gives me satisfaction.

5.4.2 Factors that inhibited the job satisfaction of the teachers

Table 5.20 illustrates the factors of teachers' work that they identified as the most dissatisfying, and the frequencies of their responses calculated from the open-ended section of the questionnaire.

Table 5.20 The most dissatisfying aspects of the teachers' work

Work factors	Number of responses	Percentage of responses (%)
Salary and benefits	193	23.6
School management, leadership and administration	152	18.6
Students behaviour and discipline	116	14.2
Politics	89	10.9
Lack of the students' motivation	63	7.7
Lack of professional respect	59	7.2
The school environment	42	5.1
Characteristics of the work	40	4.9
Resources/materials/facilities	26	3.2
Relationships with the principal	19	2.3
Class size	18	2.2
Total	817	100.0

From Table 5.20 it can be seen that a total of 817 responses could be categorised into 11 factors that reflected the teachers' work. The majority of these dissatisfying factors were extrinsic factors relating to the teachers' salaries and benefits, school management and administration, and the students' lack of discipline. Of the total of 817 comments, 193 (23.6%) related to the teachers' salaries and benefits; 152 (18.6%) were associated with school management and administration; and 116 (14.2%) focused on student behaviour, as the most important causes of dissatisfaction. About 11% of the teachers' comments reflected that they were dissatisfied with the political activities prevailing in their schools. This could be seen as a part of school administration and leadership. A smaller number of responses focused on the students' lack of motivation to learn (7.7%); no professional respect for teachers (7.2%); the school environment (5.1%); and characteristics of the work (4.9%). Only a few responses related to resources (3.2%), relationships with the principals (2.3%), and class size (2.2%).

Findings from teachers' own words gleaned from the interview data and the responses in the open-ended questions are presented in the next section. The findings are grouped into similar categories as in Table 5.20.

5.4.2.1 Salary and benefits

The teachers' responses showed that the perceived poor teacher salaries were a significant factor influencing their job satisfaction. The gross monthly wages of teachers interviewed varied from ETB 1644 or USD 91.43 (beginning secondary school teacher) to ETB 3656 or USD 203.33 (senior lead teacher). The teachers indicated that the inflation rate, according to a survey in July 2012 conducted by the Ethiopian Central Statistics Agency, was between 20% and 30%. Thus, the Addis Ababa teachers in the sample typically commented:

> We teachers, with the present cost of living, cannot overcome the high burden and we are unable to accomplish our daily activities properly. The rising house rent, the cost of food items, transportation costs, etcetera, are out of our control...all these things are discouraging. Imagine, you are living from your students' kitchen, and you go to class without having had breakfast. And yet you are supposed to teach and guide the students. The teachers' lifestyle has a direct negative impact on the teachers' job satisfaction.

The teachers indicated that only a few of them were able to meet their basic needs to the end of each month. When all the costs were covered, there was nothing left. To overcome this challenge some teachers generated an additional income for their families to survive. This has serious implications for the teachers' classroom performances, and the quality of education that they provided. It also affects their commitment to educational reforms and values. This is the view expressed by one secondary school teacher:

My poor salary influenced my day-to-day activities. I am forced to involve myself in other part time activities. If I had enough money, I could use this time to prepare lessons. I am aware that this time is being misused by me in being absent from class, but teaching cannot fulfil my basic needs and to survive I need to be involved in other activities. I know this extra work impacts on my regular work [teaching].

According to the teachers, their salaries did not constitute a living wage. One teacher attested to the fact that by the 18th or 20th of a month, his house is empty of basic necessities, and he is forced to leave home without having had breakfast. Thus, he is unable to handle his teaching duties effectively. Others stated:

It is common to see young and less experienced teachers borrowing here and there. My salary lasts me 15 days. Then I have to ask somebody to lend me money, or to go to school hungry. And yet there is no hope for a salary increment.

My low salary with no allowances strongly affects my life. I am teaching children, and hence I should be free from any external influence. Problems at home shouldn't influence my working environment. Is it possible to effectively perform school activities with such problems following you everywhere? I should be physically, psychologically, and mentally fit so that when I am in class I can teach effectively.

Recently the government announced the introduction of a new career ladder called 'advanced lead teacher' as a means of supporting teachers. The addition of this career ladder and the associated benefit seemed to have caused heated debates. In a report the officials of the country announced that most teachers were satisfied with its introduction. However, the teachers in the sample indicated that they were not happy with the way the government treated the situation, and some of the teachers indicated their grievance by striking. One teacher stated:

In 2012 we asked the government to consider our living conditions and to improve our salaries. However, we were told about the introduction of an additional career ladder. This added very little to our monthly salaries. We are very upset. What can we do

with this small amount of money? This shows that the government does not care about the teachers and the profession.

The teachers also indicated that their salaries compared unfavourably with those of other professions. Some of the teachers reported feeling inferior to other professionals. This caused dissatisfaction, and a high attrition rate of experienced and qualified teachers. For example,

> A civil servant from another organisation with eight years of working experience can earn birr 3384 or about USD 188. However, a teacher with the same years' experience and qualifications earns birr 2807 or about USD 156. This is a big difference, and makes me unhappy with my work. In addition to this, the workers from other institutions are promoted easily and quickly. A teacher has to wait at least three, four, or five years to be promoted to the next level on the career ladder.
> Teacher turnover is a common phenomenon. Every day, week, month, and annually teachers leave the profession. Who will be responsible to teach the citizens? Our children are not given quality education … they are victims of a poor education system.

The teacher participants also reported dissatisfaction with the amount, the system and the type of administration of allowances. The absence of benefits was seen by many as a negative factor, the main of which being the lack of support for transport, but also no health and accident insurance and medical care. The teachers explained that they were only given housing allowances. They viewed this allowance as insufficient, although it was "better than nothing." This view is reflected by the following response:

> Starting in 2011, we were provided with a housing allowance. This was only practical in Addis Ababa. Birr 300 was given to teachers with a bachelor's degree. Logically, you cannot rent a house for less than birr 600. You are given birr 300, and then you have to add birr 300 from your pocket.

The teachers who were interviewed indicated a strong desire for more promotion opportunities. This desire is related to the fact that promotion would lead to an improved salary, to more employment opportunities, and to progression on the career ladder. However, the teachers believed that their opportunities for promotion were limited and constrained by the unreasonable bureaucracy that manage promotion.

The teachers also thought that the promotion opportunities and practices were unfair, and discriminated against many of them, because they were based on party affiliation or ethnicity. However, the majority of the teachers believed that if a teacher performed his/her teaching responsibility actively, he/she could attain the next level of the career ladder. Therefore, career progression was perceived to be a gradual acquisition of teaching skills and performances, and this was the only available promotion opportunity for teachers of secondary schools in Addis Ababa. For example,

> In our country promotion is not based on efficiency and experience alone. There are other additional criteria that you should fulfil. First and foremost, you should be a member of the existing political party [the government]. Only those individuals who are highly active in political activities get the chance for these positions.

The teachers expressed the view that the teachers' non-ability to be promoted was one of the reasons by some good teachers were lost to the profession, while those who remained in teaching believed that their status and recognition were poor. A comment was:

> A hardworking and outstanding teacher will perhaps not be promoted. What is disappointing is that a hardworking teacher and an irresponsible teacher are treated equally and this seriously demotivates teachers.

5.4.2.2   School leadership and administration

School leadership and administration surfaced as a crucial area of concern for the teachers in the sample. According to the questionnaire data, poor school management was the second most dissatisfying issue for the teachers (see Table 5.2). Dissatisfaction with school leaders was specifically mentioned. During the interviews this factor was also frequently mentioned, in addition to poor salaries and benefits.

The teachers expressed the view that they were excluded from decision-making in the school, and in decisions with regard to promotions. Yet, they were continuously expected to implement innovations and new initiatives. One comment was:

> During meetings our school leaders do not accept our suggestions, or discuss the issues on the agenda, other than their own issues. They also autocratically decide whatever they want.

The teachers interviewed thought that their principals were not competent, supportive or fair. They also seemed to believe that the poor quality of school education was related to less than satisfactory leadership in schools. For example,

> They [managers] do not listen to others' suggestions. They do not act as mentors. They do not understand the teachers' problems; they simply rush to write warning letters to deduct money from teachers' salaries. This is because they are not skilled, experienced and visionaries. They become principals because of their political views. There is a knowledge gap between the administrators and the teachers. I believe they are not competent enough to support and evaluate teachers [with regards to] academic matters.

The teachers reported that their school leaders were political appointments, who were not well qualified, and were not committed to their work. For example,

> How is it possible to talk about job satisfaction and school quality when teachers have no respect for their leaders and when education and politics are not separated … when teachers and the government see each other as enemies?
>
> We have a young, inexperienced, and not professionally assigned principal. She tried to respect older and experienced teachers. However, due to her lack of experience and of a knowledge of procedures, she was quick to write warning letters, and this led to conflict.

The teachers also expressed the view that the school environment did not allow them to develop their full potential. This was attributed to the fact that the schools were political centres, and that school principals were indifferent to the school's mission. For example,

> All the activities in the school compound are related to political issues, and this makes me dissatisfied.
>
> The most discouraging factor is the school environment. It is surrounded by bad activities, such as the students' bad behaviour, poor teacher-principal relations, leadership partiality, poor salary, a lack of professional freedom, and poor school management.

The teachers reported a lack of respect and support from their principal, and being reprimanded in the presence of their colleagues and students. The following comment serves as an example:

> Near the end of the school academic year, my brother-in-law was seriously sick and was in a coma. I informed the school principal, and I went to attend to the situation. Unfortunately, we could not help him [my brother-in-law], and he passed away. According to our culture, I attended the funeral ceremony, and was back at school after a week, wearing black clothes, based on our culture...When the school principal and I saw each other, knowing the case, he did not even ask me about the situation. He viewed me critically and reprimanded me in the presence of my colleagues and the students. My

expectation was that the school principal would show empathy and support, but the opposite happened.

The teachers also indicated the view that in the 1960s and early 1970s, teachers were seen as bringing about progress, enlightenment, modernity and development. They were held in high public regard, and were recognised for their achievements and efforts. They were rewarded and respected by the community, their students and the government. But now, the public's regard for teachers has deteriorated and teachers observed a lack of respect from their students. One teacher referred to the fact that he was 'ashamed' that he was a teacher. The teachers believed that this lack of recognition was related mainly to their poor remuneration packages.

> The society does not respect teachers because of their poor standard of living … their poor style of clothing and their lack of influence.

The teachers repeatedly mentioned their dissatisfaction with regard to the treatment by the education leaders and the higher officials of the country. The lack of respect and recognition caused a lot of disappointment among secondary school teachers in Addis Ababa. The following comment was typical:

> The government is responsible for lowering our status and respect from the community. The top officials of our country insulted us by saying "*WALGIE MEMIHIR (a teacher who is not responsible)*". So, if the top ministers do not respect you, what could you expect from the society … or from the students? If the government does not value teachers, so does the society, and our students. We do so much but we are not recognised... we are not consulted on anything, but criticised for everything. The media hammers you. I often feel demoralised when I think about the criticisms against teachers. The teachers' issues are not addressed by the government ... we are neglected.

5.4.2.3   Interpersonal relationships with the parents

The interviewed teachers reported that the parents of the students were very little involved in their children's learning. The following comments illustrate this:

> There is no close relationship between the parents and the teachers. Only a few parents come to school and address their issues with the school principal. Parental involvement is a neglected area. In my school there are about 1 000 students, and when you call meetings, you find that about 30 or 40 parents attend.

> The teachers and the parents do not have much of a relationship. The parents of the students only come to school at the beginning of the school academic year to register their children. The parents do not volunteer to participate in school meetings. If there were a good relationship, we would have been able to solve student-family-related problems. For example, in one of my classes I observed one student repeatedly misbehaving. I tried to follow up on this student, and found that he had family-related problems.

5.4.2.4   The students' lack of discipline and poor motivation

Responses to the open-ended questions of the questionnaire showed that students' lack of discipline was the third most dissatisfying aspect of the teachers' work (see Table 5.20). However, the teachers who were interviewed had mixed views about student behaviour. Four of the 10 teachers reported that the relationship between teachers and students depended on how the teachers treated the students. If the teachers respected and treated their students fairly, and prepared themselves well for their classes, the students respected the teachers, and behaved well. Six of the 10 interviewed teachers, however, reported their dissatisfaction with the behaviour of the students. For these teachers, the students' lack of discipline was the most important cause of the teachers' job dissatisfaction, after poor salaries, and unsatisfactory management.

Unfavourable comparisons were made between the students of today and of the past. For example, some teachers compared the students' attitudes with their own when

they were at school. This was particularly true of the older and more experienced teachers. The teachers were also ill-equipped to deal with the democracy given to their students, and by the authority that the students had in deciding their own matters. This is illustrated by the following:

Student disciplinary problems are a serious matter from time to time. This causes us to feel demoralised. This was not the case 15 years ago. There were instances where the students were aggressive and beat their teachers. You work hard to your prepare lessons for your students, and then in class you have students who are noisy, talk all the time, and who say nasty things to their classmates and to you.

Nowadays, in our country, the students have more freedom than the teachers. The school leaders are not committed to solve the problem. Rather, their reports are about the teachers' misconduct and behaviour.

All the teachers were concerned about the issue of poor student performance and their lack of interest to learn. Typical comments included:

I teach around 200 students, and I have only a few students who are hopeful about the future. The majority of the students do not have any interest in learning.

One of the most prominent factors that dissatisfy me is the students' lack of basic knowledge and skills in their subjects. They do not follow their lessons attentively, and their reading and studying culture have diminished to a stage where many students rely on cheating during examination sessions.

The teachers believed that the students' lack of interest to learn was a result of many related factors, namely the education policy, the curriculum, their family, the society, the teaching-learning methodology, the teachers themselves, and the students.

5.4.2.5 The lack of resources

Finally, some teachers indicated their dissatisfaction with the lack of teaching-learning resources and facilities. Having no textbooks or supporting materials left the teachers

feeling unsupported and unable to follow a student-centred approach to teaching, although they were expected to follow such a method. The following was a typical comment:

> The students were not provided with textbooks on time … the books were only given after a semester. In addition, the students were given one textbook for every five students. We were told to follow a student–centred method of teaching. However, since one book was given to every five students, we were forced to follow a teacher–centred approach., The school administration was not supportive in this respect.

5.4.3   The teachers' recommendations to improve the job satisfaction of the secondary school teachers in Addis Ababa

One of the three open-ended questions of the questionnaire asked the teacher respondents to recommend to education leaders and stakeholders how to improve the job satisfaction of secondary school teachers in Addis Ababa. The respondents' recommendations ranged from "no need for improvement" to lists of recommendations. These recommendations focussed on salary and benefits, school management and administration, status and respect, work characteristics, interpersonal relationships, and student discipline.

These will now be discussed below.

5.4.3.1   Salary and benefits

Most of the teachers' recommendations were related to their salaries and benefits. The following comments serve as examples:

> Increase the monthly salaries of teachers to a level that will enable them to fulfil their basic needs.
>
> Low-interest loans should be provided for teachers to allow them to buy and maintain their own homes.

The teaching profession is interesting. However, this noble profession is undermined by the low salaries provided to the teachers.

The government should revise and improve the salaries of teachers to be equivalent to the salaries of other civil servants, because we teachers have the right to share in the resources of our country.

The government should increase the salaries of teachers in line with the current inflation rates.

The majority of the teachers agreed that they were dissatisfied with the salary inequalities between teachers and non-teachers, and recommended that this should be reconsidered. Typical recommendations were the following:

As compared to other civil servants, our salaries are below average. So the government has to consider our contribution, and amend our salaries accordingly.

In addition to the above, the teachers recommended non-salary incentives. These incentives could include housing allowances, and allowances for transport, health and education. The following are typical examples of their recommendations:

The teachers should be provided with allowances, such as transport allowances, health insurances, and educational opportunities.

Fair and equal educational opportunities should be given to all teachers.

There should be mechanisms designed to build accommodation for teachers.

The education leaders and stakeholders should focus on relevant and timely in-service training.

5.4.3.2   School management and administration

The teachers believed that if the desired quality of education is to be achieved, the teachers should be moved from the periphery to the very centre of the education processes. They should be involved in decisions that affect their work, the quality of education, the curriculum and policy development, and school improvement. For example,

> The teachers should be given the opportunity to comment on and contribute to curriculum-development activities.
> Education leaders, stakeholders and the government should work co-operatively with teachers, students, parents and teacher unions to address educational reforms.

The teachers repeatedly voiced the recommendation that school principals should have clarity about their roles and responsibilities, and should be accountable. In addition, the school leaders should be appointed because of their managing skills and abilities, and not on ground of their political affiliations.

5.4.3.3   Status and respect

The teacher respondents believed that the education leaders, stakeholders and the government have the responsibility to value teachers and their profession. In addition, the government, in coordination with media organisations, need to take steps to ensure that the community developed respect for teachers. Typical recommendations included:

> It should be the responsibility of the government, education leaders and the stakeholders to create awareness to parents, students, and the society, through media programmes, about the teachers' profession, status, rights and roles, so that our people can develop positive attitudes towards teachers, and education in general.

5.4.3.4 Work characteristics

The qualitative data indicated that the teachers believed that the teaching profession should have a value, equal to other professions. The teachers should be autonomous, and they should be given the chance to develop and practice their professional skills.

5.4.3.5 Interpersonal relationships

To improve their relationships with their principals, the teachers recommended that education leaders and stakeholders should prepare training programmes for school principals. Such programmes may improve the principals' awareness of professional relationships within the school community. The following are typical comments:

> The school administration and the principals should clearly understand the importance of creating cohesive group-work through smooth relationships with teachers.

A significant number of the teachers recommended that forming strong and positive interpersonal relationships between teachers and school leaders, the society (in particular the parents), and the government were important to enhance the teachers' job satisfaction and motivation.

5.4.3.6 Student behaviour and discipline

The teachers recommended that the students' disciplinary problems should be attended to. One teacher stated:

> Work cooperatively with the students and the teachers with regard to the students' behaviour and discipline.

5.5   DISCUSSION OF THE RESULTS

5.5.1   The role of salary and benefits

The results of the study showed that salary and benefits had an effect on the job satisfaction of the teachers. Both quantitative and qualitative data clearly showed that the majority of the teachers were not satisfied with their remuneration packages. Of all the factors that were investigated in this study, salary and benefits had the lowest mean satisfaction rating. Salary, fringe benefits, and advancement and promotion were reported by the teachers as the major sources of their job dissatisfaction (see sections 5.3.1.1 and 5.4.2). Their dissatisfaction with their poor salaries was influenced by the inflation rates in Ethiopia. In addition, no other fringe benefits, such as transport allowances, health insurances and medical care are provided. Moreover, promotion opportunities are limited and, according to the teachers, not free from bias. All these and other unfavourable conditions have a strong negative impact on the job satisfaction of the teachers. Low and insufficient salaries and benefits remained a major dissatisfying issue, regardless of the introduction of a new career structure in 2012. This dissatisfaction impacted on quality teaching.

Thus, this study confirms the teachers' dissatisfaction with their salaries that was found in studies by Bolin (2007:59); Jyoti and Sharma (2006:355); Garrett and Ssesanga (2005:44); Akiri and Ogborugbo (2009:55); Ingersoll and Smith (2003:32); Gates and Mtika (2011:43); and Wole (2002:15). Jyoti and Sharma (2006:355) documented that more than 90% of the teacher respondents in their survey were not satisfied with their salaries. In addition, a local survey conducted by Wole (2002:15) showed poor and inadequate salaries and salary inequalities between teachers and non-teachers as the most stressful (dissatisfying) aspect of the teachers' work. In this study, 99.3% of the teacher respondents were dissatisfied with their salaries (see Table 5.3). The teachers reported that the salaries they received did not compare well with the qualifications they had, with other professions, with their efforts and

experiences, did not cover all their basic needs, and did not enhance their commitment to teaching (see Table 5.3).

The perceived low salaries affected the value, respect, and status teachers had in their societies. It appears that the salaries the teachers earned were not sufficient to fulfil the teachers' lower order physiological or biological needs (Maslow, in section 2.2.1.1). In addition, their salaries were not comparable to their efforts and experiences, and this, in accordance with Expectancy Theory (see section 2.2.3), created teacher dissatisfaction with their work. In line with Herzberg's Two-factor Theory, if extrinsic factors like salary, fringe benefits, and promotion opportunities were not fulfilling and satisfying, the teachers would be dissatisfied with their work (see section 2.2.2.2).

The Ethiopian education policy stated that steps would be taken to motivate teachers (MoE 1994:22). However, the result of this study showed that teachers, in addition to their salaries, received only housing allowances. They lacked other important benefits, despite the fact that housing and transport services were, according to them, becoming more and more costly. Thus, the teachers often took on other jobs and were less committed to their teaching.

5.5.2 The role of administrative support and leadership

The majority of the teachers surveyed were not satisfied with the most leadership and administrative support practices (see Tables 5.6 to 5.8). The administrative support and leadership practices which were viewed and perceived negatively and as most dissatisfying, included the following, namely poor administrative support at the schools, leading to decreased teacher commitment; the lack of the availability of instructional materials; inefficient administrative support with regard to student disciplinary problems; unfair decisions, and the evaluation of the teachers' work by the school administration; poor school policies; poor, an undemocratic and non-transformational principal leadership style; the school principals' lack of ability to

identify the teachers' strengths; a lack of respect for the teachers by the students and the parents; and a lack of recognition for the teachers for work done well (see sections 5.3.1.2 and 5.4.2).

In line with the above-mentioned results, Baker (2007:83) reported that the teacher respondents in his study viewed administrative support as inadequate, and this was one of the primary reasons for the teachers leaving the profession. In their study of teacher commitment trends in Hong Kong, Choi and Tang (2009) found that the teacher respondents appeared uncommitted to their job, as was found in this study, due to their perceived lack of administrative support. In addition, Ingersoll and Smith (2003:32), as well as Wright and Custer (1998:62), reported that administrative support was the least satisfying aspect of the work of the respondents. In the teachers' views, they were dissatisfied with how administrators and principals supported them with students' disciplinary problems, and the students' lack of motivation.

In contrast to the above, a USA study by Chang, et al. (2010:5-6) revealed that administrative support was one of the most significant and strongest predictors of teachers' job satisfaction, in comparison to other variables. Another USA study also showed that administrative support exhibited the strongest positive influence on teacher satisfaction and commitment (Gardner, 2010:119). This was similar to the findings of Ma and McMillan (1999:46), namely that school administration positively affected the teachers' job satisfaction.

As regards leadership practices (decision-making, the leadership of the principal, leadership quality, and teacher handling systems), this study indicated that more than half of the sample (57.8% - see Table 5.7) of the teachers were dissatisfied with this aspect of their work. This is in line with the study by Weiqi (2007) that found that teachers were dissatisfied with school leadership and administration systems. Also, a previous local survey by VSO (2008:35) confirmed that the teachers were demotivated by the authoritarian styles of leadership practices in their schools. This

issue did not seem to improve with time, and is still negatively affecting teachers' job satisfaction in Ethiopian secondary schools in Addis Ababa. In spite of many changes in the Ethiopian education system, including the transformation of existing management systems, it was evident from the teachers' responses that they thought poor quality leadership caused them to become unmotivated.

The 1994 Ethiopian education policy declared that non-political education would be provided at all education levels. The teachers in the sample, however, thought that they were exposed to political influences, due to their school principals' ideologies. This confirms previous views. For example, an education sector development programme indicated the need for improvement in school leadership (Psacharopoulos & Patrinos, 2004). The document indicated that irrelevant and uncoordinated training courses by the school leaders had not succeeded in overcoming the challenges related to school leadership, and that it remained poor. This study shows that poor management had a negative effect on the job satisfaction of teachers.

5.5.3 Status and respect

As regards recognition, teachers were not satisfied with their status and with the absence of respect from the students, the parents and their supervisor (see sections 5.3.1.2 and 5.4.2). This finding is consistent with findings from previous studies (Papanastasiou & Zybelas, 2006:240; VSO, 2008:9). The teachers' in Papanastasiou and Zymbelas's (2006:240) study reported that they were dissatisfied with the lack of respect, status, and recognition from their society. The teachers in this study believed that their poor status was related to their poor salaries. In addition, the teachers believed that more freedom was given to the students than to the teachers, and this affected the students' perceptions of their teachers. In comparison to the study by Garrett and Ssesanga (2005:47) in Uganda, the similarities included the fact that the teachers believed they were not appreciated and recognised for their efforts and achievements by their supervisors, and this caused their dissatisfaction.

5.5.4 The role of work characteristics and workload

This study found that many of the secondary school teachers spoke positively about their profession, and the value of their profession for the development of children. This finding is consistent with the findings in studies by Bolin (2007:56); Jyoti and Sharma (2006:354); and Perrachione, et al. (2008:8). Jyoti and Sharma's (2006) investigation revealed that the teachers found teaching interesting. The teachers in Perrachione, et al.'s (2008:8) study reported that working with students was one of the reasons for their satisfaction with teaching.

The results of this study, however, also showed that the teachers were not happy with the opportunities for personal development (see Table 5.10). The teachers reported that teaching did not give the majority of the teachers the opportunity to continue their education. According to Kim (2005:669), individuals that score high on aspects related to the work itself, have high possibilities for reporting satisfaction. Intrinsic motivation in individuals and personal development were positively correlated (see section 3.2.3.1).

The data from both the interview and questionnaire revealed that the teachers were unhappy with their limited participation in decision-making. This lack of freedom inhibited the teachers to assume full responsibility to solve school-related problems. This lack of responsibility and dissatisfaction among the school teachers were reflected in the teachers' demotivation. They confessed to a reluctance to actively participate in school activities, they adopted uncreative teaching styles, and were resistant to change, and to contributing more than was expected of them. This confirms Boey's (2010:2) statement that when teachers are not given the opportunity to solve practical school problems, and do not receive support from their superiors, this can contribute to job dissatisfaction and demotivation (see section 2.2.1.3).

However, it is interesting to note that a significant number of teachers were, nonetheless, pleased with their teaching responsibilities. This may be attributed to the

fact that the teachers in this sample professed to love teaching *per se.* The teachers clearly voiced their concern for their students, and the belief they had that their teaching developed the children. This motivated the teachers to be involved in the teaching of their subjects, TDP, lesson preparation, the documenting of portfolios, and counselling. All these activities require a significant amount of effort from the teachers. However, this positive issue was less significant than the dissatisfaction with what they perceived as the unfair demands of the job (see Table 5.9). When teachers perceived their workload to be unfair, their dissatisfaction with their job increased. This is in agreement with Ellickson's (2002:352) finding that employee perceptions of workload influenced their job satisfaction (see section 3.2.1.5).

Although a significant number of the teachers were dissatisfied with the demands of their job, they were, however, satisfied with the workload within their department, with their work hours and the time they had to socialise (see Table 5.9). This study revealed that the teachers had satisfying relationships with the colleagues in their departments, and this sense of collegiality implied shared responsibilities, and thus created satisfaction. In addition, as more teachers had been appointed in Ethiopia in comparison to previous years, this may have decreased the teachers' workloads.

5.5.5 The role of interpersonal relationships

The results of the present study (see Tables 5.12 to 5.15 and the qualitative findings), indicate that the secondary school teachers who participated in the study were generally satisfied with some of their interpersonal relationships. They reported deriving most satisfaction from their interpersonal relationships with their colleagues and other staff members. The majority of the teacher respondents mentioned collegial relationships as a strong satisfactory aspect of their teaching job. The job satisfaction of the secondary school teachers in Addis Ababa was intimately connected to the joy gained from working with their colleagues.

The above is in confirmation of Ting's observation (1997:315) many years ago that cooperative and supportive colleagues contribute to higher levels of job satisfaction. A good interpersonal relationship with other teachers is one of the preconditions of being positive about the job of teaching. The finding that the teachers in the present study are satisfied with their relationships with their colleagues is also consistent with the conclusions in other studies done previously (Bogler, 2005:27; Garrett & Hean, 2001:366-367; Jyoti & Sharma, 2006:359; Kloep & Tarifa, 1994:62; Papanastasiou & Zembylas, 2006:237; Ting, 1997:315; Weiqi, 207:24; Wright & Custer, 1998:62). Bogler (2005:27) reported that the teachers in her survey viewed their relations with colleagues as the most satisfying aspect of their job.

However, more than half of the teacher respondents in this study indicated that the support given to them by their principals was dissatisfying (see Table 5.12). Hence the teachers, both in the interviews and in the open-ended sections of the questionnaire, reported that they were dissatisfied with their relationships with the school principal. This may be related to their perceptions that the principals had poor leadership styles and revealed non-supportive behaviour that significantly inhibited job satisfaction. If there are poor leadership practices in schools, poor interpersonal relationships are to be expected. Accordingly, Bolin (2007:63) found that school principals who place high pressure on teachers were identified as a major cause of teacher dissatisfaction. This finding, however, is in contrast to that of Garrett and Hean (2001:367) – they found that the teachers' positive relationships with management contributed to job satisfaction.

This study indicated that the teachers were disillusioned by undisciplined and unmotivated students. Corporal punishment is not allowed. In the absence of other effective disciplinary measures, this may have contributed to the students' poor behaviour. The finding that the teachers were not satisfied with the discipline and behaviour of the students is in agreement with the findings in Ingersoll and Smith's (2003:32) study, namely that student disciplinary problems were reasons for the teachers' dissatisfaction. Another USA study also reported that the common reasons

for teachers leaving the teaching profession included poor student discipline, and a lack of motivation and respect (Chang, et al., 2010:6). In contrast, an Israeli study by Bogler (2005:27) revealed that the teachers identified positive relations with their students as some of the most important aspects of their job satisfaction (see section 3.2.2.1). Similarly, in a study in Greece, the teachers reported their satisfaction with their interactions with the students (Papanastasiou & Zymbelas, 2006:235).

Regarding teacher-parent relationships, the data revealed clearly that teachers in secondary schools in Addis Ababa were dissatisfied with the parents' lack of involvement in their children's learning (see sections 5.3.1.4 and 5.4.2.3), which negatively affected their relationships with the parents. This confirms some studies, however not all. Two other studies that found that poor relationships with parents negatively influenced the job satisfaction of teachers, are the studies by Shann (1998:71), and by Jyoti and Sharma (2006:355). They found that the teachers were dissatisfied because of the under-estimation of the value of the teaching profession by the parents (see section 3.2.2.4).

5.6   SUMMARY

This chapter presented the research results. The results were discussed in terms of the stated research questions and hypotheses. They indicated that the secondary school teachers were generally satisfied with their interpersonal relationships with their colleagues.

They were, however, particularly dissatisfied with their salaries and benefits, as well as with their managers.

In the following chapter the the conclusions, recommendations, and limitations of the study will be discussed.

CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1   INTRODUCTION

The main question that was posed in the first chapter is:

What influences the job satisfaction of secondary school teachers in Addis Ababa?

The sub-questions derived from the above general question were the following:

- How satisfied or dissatisfied are teachers in secondary schools in Addis Ababa with different work factors?
- Is there a statistically significant relationship between the job satisfaction of Addis Ababa secondary school teachers and different work factors?
- Are there statistically significant differences in the job satisfaction of different groups of teachers in secondary schools in Addis Ababa?

In chapter 5 the results of the quantitative phase and the findings from the qualitative phase were presented and discussed.
In this chapter the conclusions drawn from the research questions will be presented.
Recommendations for the enhancement of secondary schools teachers' job satisfaction and for future research will be made. The limitations and the contribution of the study, and a summary are also presented.

6.2   CONCLUSIONS

The main conclusions of this study are presented in the next sections.

6.2.1   Research question 1

How satisfied or dissatisfied are the teachers in the secondary schools with the following work factors, namely salary and benefits, management, work characteristics, and interpersonal relationships?

6.2.1.1 Salary and benefits

The results related to the teachers' satisfaction with their salaries showed that 99.3% of the teachers who participated in this study were dissatisfied with their salaries. Their views indicated the belief that their salaries did not cover all their basic needs (see sections 5.3.1.1). The teachers indicated that the salaries they received did not constitute a wage commensurate with the cost of living, and that they were unable to cover all their basic needs up to the end of every month (see section 5.4.2.1). The most dissatisfying aspects of their remuneration related to the fact that they believed their salaries did not compare well with the qualifications they had, with the salaries paid by other similar professions, with their efforts, and with their years' experience.

The teachers in this study also appeared to have very strong negative views of their fringe benefits (see section 5.3.1.1). More than 90% of the teacher participants were very dissatisfied with the fringe benefits they were provided with. The teachers explained that they were dissatisfied with the amount, the system and the type of allowances given (see section 5.4.2.1).

With respect to advancement and promotion, the secondary school teachers indicated their dissatisfaction with the opportunities for promotion, professional advancement, and fair evaluation by their managers (see section 5.3.1.1). In addition, the teachers interviewed were of the opinion that the promotion practices were unfair, and were based on political party affiliation or ethnicity (see section 5.4.2.1 and also page 153).

As indicated in the literature section of this study, salary and benefits are extrinsic factors associated with the environment (see section 2.2.2.2.). The fulfilment of these

factors is a requirement for the intrinsic aspects of the work factors to prevail. This study showed that the absence of satisfactory salary and benefits were negatively affecting the teachers' satisfaction with their job. The 2011 salary increment and the introduction of a new career ladder in 2012 did not seem to satisfy and motivate the teachers. Therefore, teachers were dissatisfied with the extrinsic aspects of their work.

6.2.1.2 Management

The study revealed that the other fundamental reason, in addition to salary and benefits, for the low job satisfaction of teachers in secondary schools in Addis Ababa was the inability of the school management and administration to effectively address the teachers' demands for supportive and fair leadership. The teachers expressed dissatisfaction with the administrative support practices prevailing in the schools, which related to the availability of instructional materials, student disciplinary problems, the evaluation of the teachers' work, and school security (see section 5.3.1.2). Among the interviewed teachers, poor administrative support was considered to be the second most dissatisfying issue, in addition to salary and benefits (see section 5.4.2.2).

With regard to school leadership practices, poor school policies, unfair decisions, the non-transformational style of the principal leadership, and the unfair treatment of teachers were found to be the most dissatisfying issues (see section 5.3.1.2). The teachers reported that they were highly dissatisfied with non-participatory decision-making by non-supportive and incompetent school principals (see section 5.4.2.2). Moreover, the teachers believed that they did not receive recognition for their work from their students, immediate supervisors, and education leaders (see section 5.4.1.2). Similarly, the teachers indicated that they were dissatisfied with the lack of the public's regard for teachers, and observed a lack of respect from the education leaders (see section 5.4.2.2). Therefore, it implies that it is not only the intrinsic and

extrinsic aspects of the work aspects, as revealed by Herzberg and his colleagues, that dissatisfied the teachers, but also variables relating to the wider society.

6.2.1.3 Work characteristics

With respect to work characteristics, the teachers found the intrinsic tasks associated with teaching a satisfying aspect of their work. Both the quantitative and the qualitative data showed that the teachers were happy with the responsibilities associated with teaching *per se.* The teachers' greatest satisfaction was related to the emotional rewards of teaching. These rewards related to the opportunity to use their skills at school, their view that their teaching developed the children, the love they had for teaching, their capacity to influence the achievement and success of their students, and their contribution to the development of their country (see sections 5.3.1.3 and 5.4.1.1). As regards their workload, the teachers expressed their satisfaction with the workload they had at their schools.

However, the teachers were dissatisfied with the intellectual rewards relating to thinking about teaching and with the opportunity teaching had for personal development (see section 5.3.1.3). The teachers were also dissatisfied with the amount of freedom they had in decision-making (see sections 5.3.1.3 and 5.4.1.1). Thus, in this study, the hygiene factors played a powerful role causing the job dissatisfaction of teachers in secondary schools in Addis Ababa.

6.2.1.4 Interpersonal relationships

The results in relation to interpersonal relationships showed that the teachers were generally satisfied with this component of their work (see Table 5.2). The study identified the interpersonal relationships with colleagues and/or staff members as the most satisfying (see sections 5.3.1.4 and 5.4.1.2). More than two-thirds of the participant teachers reported satisfaction with the respect they got from their

colleagues, with the relationships among the staff members, and with the behaviour of their colleagues. This was confirmed by the qualitative data (see section 5.4.1.2).

With regard to the teacher-principal relationships, the teachers indicated in both the quantitative and the qualitative phases that they were dissatisfied with the support they received from the school principals. The majority of the teachers interviewed reported teacher-principal relationships as a strong negative influence on their job satisfaction (see sections 5.3.1.4 and 5.4.2.3).

With respect to teacher-student relationships, both the questionnaire and interview data clearly showed that the teachers were dissatisfied the behaviour, discipline, and motivation of the students (see sections 5.3.1.4 and 5.4.2.4). However, the teachers reported satisfaction with the relatively positive relationships with the students, with their handling of student discipline, and with the feedback they got from their students (see section 5.3.1.4).

Regarding the teacher-parent relationships, both sets of data clearly showed that the teachers were very disappointed with the parents' lack of involvement in their children's learning (see sections 5.3.1.4 and 5.4.2.3).

What is most significant in this study is that overall, interpersonal relationships were viewed as a satisfying aspect of the teachers' work. According to Herzberg et al. (1959), hygiene factors such as interpersonal relationships are among the preconditions for intrinsic satisfaction to prevail, although the presence of hygiene factors will facilitate job satisfaction. This study, however, found that extrinsic factors such as interpersonal relationships, were the most important source of satisfaction for teachers' in secondary schools in Addis Ababa.

6.2.2   Research question 2

Is there a statistically significant relationship between the job satisfaction of Addis Ababa secondary school teachers and

- *salary and benefits;*
- *administrative support and management;*
- *work characteristics; and*
- *interpersonal relations?*

The results in respect of the correlations showed that although the correlations were from low to moderate, all were statistically significant (see section 5.3.2). The results showed the strong relationship between job satisfaction on the one hand, and salary and benefits on the other hand. The less attractive salary and benefits are to teachers, the less job satisfaction the teachers in secondary schools in Addis Ababa experienced (see section 5.3.2).

As regards the relationship between job satisfaction and administrative support and management, the result showed a lower but a significant correlation with job satisfaction (see section 5.3.2). The lack of good administrative and management practices has significant a effect on decreasing the job satisfaction of secondary school teachers in Addis Ababa, and vice versa.

Work characteristics emerged as the work content aspects of the teachers' work as contributing to the job satisfaction of teachers in secondary schools in Addis Ababa, after salary and benefits (see section 5.3.2). The more positive the teachers viewed their work characteristics, the more satisfied they were, and vice versa.

Interpersonal relationships (with school principals, colleagues, students, and parents) also showed a strong positive relationship with the job satisfaction of secondary school teachers. The less positive the interpersonal relationships, the less the job satisfaction of the secondary school teachers, and vice versa.

6.2.3   Research question 3

Is there a statistically significant difference in the job satisfaction of different groups of teachers in secondary schools in Addis Ababa?

The groups referred to are of different genders, ages, educational qualifications, and years' teaching experience.

The study showed that gender and educational qualifications had no statistically significant impact on the job satisfaction of the participant teachers. The teachers with different gender and educational qualifications had similar views of the factors that influenced their job satisfaction.

However, statistically significant differences in the job satisfaction of the participant teachers were observed with regard to age and teaching experience (see section 5.3.3.). Older and younger teachers had different views of what influences their job satisfaction. The 50-plus year-olds were more satisfied with their jobs than the younger teacher respondents. Similarly, the most experienced teachers were more satisfied than the other less experienced groups (see section 5.3.3).

6.3   RECOMMENDATIONS

6.3.1 Recommendations for the enhancement of the secondary schools teachers' job satisfaction

Based on the conclusions of this study, the recommendations for improving the job satisfaction of secondary school teachers in Addis Ababa, and therefore possibly in Ethiopia, are as follows:

- Since the teachers were highly dissatisfied with their salaries, the government of Ethiopia, education leaders and the Ethiopian Teachers' Association should understand the importance of implementing appropriate salaries and benefits

for teachers. This will be a means of improving the teachers' satisfaction, motivation, and effectiveness, and in the end for the overall quality in the education system. Inadequate salaries have serious negative implications for the morale, status, and effectiveness of teachers, the quality of the education system, and for the development of the country as a whole. It is, therefore, very fundamental to ensure that the salaries of teachers are linked to the cost of living and inflation rates. The education system managers should analyse the living conditions in Ethiopia, and advise those in charge of setting the teacher salaries (namely, the national government). The government or the education leaders can put mechanisms in place, in collaboration with the community, donors, and other organisations for the direct funding to schools, and to teachers in particular. However, this may not be easy to implement.

- Education leaders (MoE) and stakeholders (Ethiopian Teachers Association) should design mechanisms for non-salary incentives to teachers that may include transport allowances, health insurance, and low-interest loans to buy and build their own homes, as well as other accommodation for teachers. Income generated from recreation clubs in the school compound could be given to the teachers.

- The teachers need to be empowered through in-service training, and by using educational opportunities to maximise the problem-solving abilities of the teachers and the school's collective expertise. Education leaders need to closely supervise and establish systems to monitor and evaluate whether rules and regulations are being implemented fairly and transparently by the school principals.

- What is most important for improving teaching and learning at school is the management and leadership styles and qualities that the school principals display in their schools. Addressing the factors that negatively affect the job satisfaction and motivation of teachers should be a primary concern of the school principals. The school principals should have quality and participatory

school policies in place, and make fair decisions, and they should promote open discussions and the sharing of good experiences between themselves and the teachers. The principals should follow a transformational style of leadership, based on feedback from teachers.

- The school principals should be given continuous in-service training regarding leadership and school management. It is the responsibility of the education leaders to design training programmes for school principals on how to manage and lead others. The education stakeholder leaders can design feedback systems as a means to oversee the leadership and management systems prevailing in the schools. The teachers could be given the opportunity to anonymously reflect on the type of leadership practices being implemented in their schools. These reflections should then be used to design training for school principals. Moreover, the regional education bureaus should monitor and regularly evaluate whether the learning from the training is being implemented in the schools.

- The education stakeholders need to give appropriate recognition to teachers. The education leaders (at all levels), in coordination with the media, teachers' associations, and government officials should work intensively to promote the teachers' professional status, their rights and their roles, through publishing positive stories and articles, through conducting panel discussions on teachers' issues, and promoting the profession. It should also be the task of the stakeholders to raise awareness of the importance of the teaching profession for the society. The appreciation and affection given to teachers for the work they do has an indeterminable value. This, in addition to improving the professional status of teachers, would have strong positive implications for the improvement of quality in education systems. The teachers must be given the chance to express their views, through media programmes, regarding the support, status and recognition they need to develop their profession, and the respect from the society.

- This study indicated the importance of interpersonal relationships for teachers' job satisfaction. The teachers need their significant others to be supportive, friendly, and free from bias. The school principal should create a working environment with good interpersonal relationships. Positive relationships with the principal, the students and the parents need to be nurtured and improved.

6.3.2   Recommendations for further research

The findings of this study clearly indicate the importance of continued research on teacher job satisfaction. Based on the findings, the following recommendations are made:

- This study provides information about the influencing factors of job satisfaction of teachers in secondary schools in Addis Ababa. To the researcher's knowledge   no research has been conducted in other parts of the country using the same methodology Therefore, it is recommended that this study be repeated in other parts of the country.

- This study focused on secondary school teachers. Similar studies could be done with primary school teachers in Ethiopia.

- This study showed the views of secondary school *teachers* in Addis Ababa regarding the factors influencing their job satisfaction. Future research should include the views and understanding of school principals, education leaders at the Woreda, Regional and/or Ministry levels regarding the motivation, satisfaction, and status of teachers both at the secondary and elementary school levels, and the relationship of the job satisfaction of teachers and the quality of education.

- Research is needed to examine how interpersonal relationships between the teachers, the parents and principals could be improved.

- Future research should also focus on how school administration and leadership practices in secondary schools could be improved.

6.4   LIMITATIONS OF THE STUDY

This research is not without limitations. The results of this study should be interpreted with the following limitations in mind, namely:

This study was conducted in only one urban city in Ethiopia. Consequently, the results of this study cannot be generalised to all secondary school teachers in the other parts of the country. The study was also limited to teachers of Addis Ababa *secondary* schools.

In primary schools other factors could influence the job satisfaction of the teachers.

The other limitation of the study was that the study only assessed the views of *teachers* on issues influencing their job satisfaction. The views and reflections of school principals or education stakeholders, using either the questionnaire or interview data, were not determined.

Therefore, the findings of this study are limited to the views and attitudes of teachers in secondary schools in Addis Ababa, Ethiopia.

6.5   THE CONTRIBUTION OF THE STUDY

This study addresses the dearth of research on the issue of the job satisfaction of secondary school teachers in Addis Ababa. The empirical results showed that they experienced significant job dissatisfaction that demotivated them, and in some cases,

prevented quality education at school. This is a very serious issue, considering that one of the main objectives of the Ethiopian Ministry of Education is to bring quality education to all levels of the education system. To achieve this objective, better, satisfied and responsible teachers are required. It has been assumed that "…the more teachers are happy the better they are" (Garrett & Hean 2001:375). Therefore, the first objective of the education ministry should be to minimise teacher job dissatisfaction and maximise satisfaction, for the benefit of the teachers and the students.

The detailed findings from this study provided exact and current information to policy makers and practitioners on which areas to target to improve the teachers' satisfaction, and thus their motivation. These areas are, in particular, poor teacher salaries, fringe benefits and opportunities for promotion; the ineffective management style of the principals; the lack of freedom the teachers have to make decisions and to develop personally; and the poor relationships teachers have with the principals and the parents, in particular. Addressing these areas is particularly crucial for young and inexperienced teachers.

6.6   SUMMARY

The purpose of this study was to examine the job satisfaction of the teachers, and to identify and investigate the factors that influence the job satisfaction of secondary school teachers in Addis Ababa in Ethiopia. The study was designed to gain insight into the role of salary and benefits, management, work characteristics, and interpersonal

The main research question that guided this study was:

What influences the job satisfaction of secondary school teachers in Addis Ababa?

A mixed-methods research design which used a questionnaire and interviews as a means of data-collection was employed as most suitable to investigate the factors influencing of job satisfaction. Using a stratified random sampling method, 11

secondary schools were selected for the study. In these selected schools, 300 teachers consisting of 84% male and 16% female teachers participated in the study. A self-constructed and self-administered structured questionnaire which was pilot-tested on 10 secondary school teachers, was used to collect data from the selected teachers. The researcher personally administered the questionnaire to all the teachers at the schools on condition that they were willing to participate, and this secured a 100% response rate.

In the qualitative phase 10 teachers participated in the semi-structured interviews. The teachers were from both school types (government and public schools), with different teaching experiences, from different sexes, age groups and educational qualifications. These selected participants were interviewed to obtain an in-depth understanding of the results from the first phase. The teachers interviewed constituted 7 male and 3 female teachers.

The questionnaire data were analysed by means of the SPSS. Descriptive statistical analysis such as frequencies, percentages, means, standard deviations and correlations, and inferential statistical analysis such as ANOVA and factor analyses were employed.

The findings revealed that teacher respondents were highly dissatisfied with most aspects of their work. The participant teachers indicated that salary and benefits were the most dissatisfying aspects of their work. In addition, school management and leadership emerged as the second most dissatisfying component of the work. Interpersonal relationships were the most satisfying component. The data also indicated a statistically significant relationship between job satisfaction and all the identified work factors. Among the demographic variables, the teachers of different ages and teaching experiences had different views on the factors relating to their job satisfaction.

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APPENDIX A

LETTER TO THE MOE, REQUESTING PERMISSION TO DO RESEARCH

Date: …………….

TO: The MOE, Addia Ababa

FROM: Gedefaw Kassie Mengistu (DEd. student at UNISA**)**

RE: Permission to conduct research in secondary schools in Addis Ababa

RESEARCH TOPIC: Influences on the job satisfaction of teachers of secondary schools in Addis Ababa and its implication for quality education.

Dear Sir/ Madam

I hereby request permission to conduct research with teachers at selected secondary schools in Addis Ababa. The responses will contribute towards the research carried out by myself for a research thesis for a doctoral qualification in Education offered by the University of South Africa (UNISA). The value of this research depends on the feedback that I receive from the questionnaire attached (Section A, B, C) and follow-up interviews.

Please note that all the information collected will serve no other purpose than that of academic research and all names will be kept confidential. The estimated time to complete the questionnaire is about 25 minutes. The questionnaire and follow-up interviews will be conducted at a convenient time as negotiated with the school principal. Care will be taken that the research does not interfere with normal school activities.

It is hoped that the feedback I receive will add to the ongoing research on job satisfaction and its implications for quality education in our country.

Thank you for your cooperation and assistance.

Gedefaw Kassie Mengistu

APPENDIX B

LETTER TO THE ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU, REQUESTING PERMISSION TO DO RESEARCH

Date: ……..…….

TO: The AACAEB manager

FROM: Gedefaw Kassie Mengistu (DEd.-student at UNISA**)**

RE: Permission to conduct research with teachers at secondary schools in Addis Ababa

RESEARCH TOPIC: Influences on the job satisfaction of teachers of secondary schools in Addis Ababa and its implication for quality education.

Dear Sir/ Madam

I hereby request permission to conduct research with teachers at selected secondary schools in Addis Ababa. The responses will contribute towards the research carried out by myself for a research thesis for a doctoral qualification in Education offered by the University of South Africa (UNISA). The value of this research depends on the feedback that I receive from the questionnaire attached (Section A, B, C) and follow-up interviews.

Please note that all the information collected will serve no other purpose than that of academic research and all names will be kept confidential. The estimated time to complete the questionnaire is about 25 minutes. The questionnaire and follow-up interviews will be conducted at a convenient time as negotiated with the school principal. Care will be taken that the research does not interfere with normal school activities. It is hoped that the feedback I receive will add to the ongoing research on job satisfaction and its implications for quality education in our country.

Thank you for your cooperation and assistance.

Gedefaw Kassie Mengistu

THE QUESTIONNAIRE

V1

JOB SATISFACTION OF TEACHERS

This survey research aims to provide information on the job satisfaction of teachers at secondary schools in Addis Ababa. The research is undertaken for a DEd-degree in Education. The questions are answered **anonymously** and for research purposes only. The answers to the questions will be treated strictly **confidential**. Do not provide your name. Please complete the questions honestly. Answer **all** questions – it should not take more than about 30 minutes.

SECTION A

Please indicate your choice by making an **X** on the relevant answer.

1. Gender:

      Male   =   (1)

      Female =   (2)   V2

2. Age:

      21-29   =   (1)

      30-39   =   (2)

      40-49   =   (3)

      50 +   =   (4)   V3

3. Your years experience as a teacher/ (present year included)

    5 or less   =   (1)

    6 – 10   =   (2)

    11 – 15   =   (3)

    16– 20   =   (4)   V4

    21 or more   =   (5)

4.   Your **highest** academic qualification

    Diploma   =   (1)

    BA/BEd/BSc degree =   (2)

    MA/MEd/MSc degree =   (3)

    Other   = (4)   V5

5.   How would you describe your general level of job satisfaction?

    Very dissatisfied = 1

    Dissatisfied = 2

    Satisfied = 3

    Very satisfied = 4   V6

6.   How would you describe your general level of satisfaction with your teaching career?

    Very dissatisfied = 1

    Dissatisfied = 2

    Satisfied = 3

7.   How would you describe your general hope/optimism about your future teaching career prospects?

  Very poor = 1

  Poor = 2

  Good = 3

  Very good = 4   V8

SECTION B

In this section, please indicate to what extent you agree or disagree. Indicate your answer by indicating an X for the response of your choice on the number in the box on the right. The numbers have the following meaning:

1= Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1	2	3	4	
8. My salary compares well with my qualification(s)	1	2	3	4	V9
9. My salary compares well with my workload	1	2	3	4	V10
10. My salary is appropriate for my experience	1	2	3	4	V11
11. My salary enhances my status	1	2	3	4	V12
12. My salary improves my commitment	1	2	3	4	V13
13. I earn well in comparison to other professional jobs	1	2	3	4	V14
14. I have good expectations of a salary increase	1	2	3	4	V15
15. My salary is equal to the effort I put in my job	1	2	3	4	V16
16. My salary covers all my basic needs	1	2	3	4	V17

17. My salary keeps me in my job	1	2	3	4	V18
18. I am satisfied with my salary	1	2	3	4	V19
19. I am pleased with the vacation leave I get	1	2	3	4	V20
20. I am happy with the types of allowances given	1	2	3	4	V21
21. The quality of in-service training is good	1	2	3	4	V22
22. As a teacher I enjoy many benefits	1	2	3	4	V23
23. I have many opportunities for professional advancement	1	2	3	4	V24
24. I have opportunities for promotion	1	2	3	4	V25
25. I am happy with the way teachers are evaluated	1	2	3	4	V26
26. My job provides me with an opportunity to achieve professionally	1	2	3	4	V27
27. I am satisfied with the administrative support at school	1	2	3	4	V28
28. The administrative support enhances my commitment	1	2	3	4	V29
29. I have enough instructional materials available	1	2	3	4	V30
30. My school has good security	1	2	3	4	V31
31. I get enough support with student disciplinary problems	1	2	3	4	V32
32. School administration supports good teacher-student relationships	1	2	3	4	V33
33. The school administration fairly evaluates my work	1	2	3	4	V34
34. I am satisfied with our school policies	1	2	3	4	V35

35. I am happy with how decisions are made at my school	1	2	3	4	V36
36. I am pleased with the leadership style of the school director(s)	1	2	3	4	V37
37. I am satisfied with the teacher management system of the school	1	2	3	4	V38
38. The leadership style at my school enhances my commitment	1	2	3	4	V39
39. I am pleased with the leadership quality of my school director(s)	1	2	3	4	V40
40. I am satisfied with how the school director handles the teachers	1	2	3	4	V41
41. My school director works well in a group	1	2	3	4	V42
42. My school director is competent	1	2	3	4	V43
43.The school director supports the staff	1	2	3	4	V44
44. My school leader values me as a teacher	1	2	3	4	V45
45. My school leaders treat me fairly	1	2	3	4	V46
46. My school leaders listen to my suggestions	1	2	3	4	V47
47. My school director does his/her best toward fulfilling the school's mission/goal	1	2	3	4	V48
48. My school director focuses his/her attention on identifying my strengths	1	2	3	4	V49
49. In my school I am recognised for a job well done	1	2	3	4	V50

50. I get enough recognition from education leaders	1	2	3	4	V51
51. At my school the parents respect the teachers	1	2	3	4	V52
52. At my school the students respect the teachers	1	2	3	4	V53
53. I get enough recognition from my immediate supervisor for my work	1	2	3	4	V54
54. I am satisfied with my workload within my department	1	2	3	4	V55
55. I am happy with my work hours	1	2	3	4	V56
56. The demands of my job are fair	1	2	3	4	V57
57. I have enough time to participate in social activities	1	2	3	4	V58
58. I am happy with the type of work I do as a teacher	1	2	3	4	V59
59. I have opportunities for personal development	1	2	3	4	V60
60. I get pleasure from teaching	1	2	3	4	V61
61. I get intellectual rewards from teaching	1	2	3	4	V62
62. I have the opportunity to use my skills at school	1	2	3	4	V63
63. I believe my teaching develops the children	1	2	3	4	V64
64. I am satisfied with my autonomy as a teacher	1	2	3	4	V65
65. I am satisfied with the amount of freedom I have in decision-making	1	2	3	4	V66
66. I am satisfied with my responsibility to solve school problems	1	2	3	4	V67
67. I am pleased with my teaching responsibilities	1	2	3	4	V68
68. I am satisfied with my school responsibilities after class	1	2	3	4	

hours					V69
69. I am happy with my professional relationship with the school director	1	2	3	4	V70
70. I am satisfied with my relationships with colleagues	1	2	3	4	V71
71. I am pleased with my relationships with the students' parents	1	2	3	4	V72
72. I am happy with my relationships with the students	1	2	3	4	V73
73. I am happy with the work environment	1	2	3	4	V74
74. I am satisfied with the behaviour of the students	1	2	3	4	V75
75. I am satisfied with the support from colleagues	1	2	3	4	V76
76. I am pleased with the relationships among the staff members	1	2	3	4	V77
77. I am happy with how I handle student discipline	1	2	3	4	V78
78. I am pleased with the motivation of the students	1	2	3	4	V79
79. I am happy with the behaviour of my colleagues towards me	1	2	3	4	V80
80. I am happy with the support I get from the school director	1	2	3	4	V81
81. I am satisfied with the respect from my school director	1	2	3	4	V82
82. I am happy with the respect from my colleagues	1	2	3	4	V83
83. I am pleased with the respect I get from the parents	1	2	3	4	V84
84. I am satisfied with the feedback I get from colleagues	1	2	3	4	V85

85. I am satisfied with the feedback I get from students	1	2	3	4	V86
86. The relationships with colleagues enhance my teaching	1	2	3	4	V87
87. I am satisfied with the student discipline	1	2	3	4	V88
88. I have professional friendly relations with my school director	1	2	3	4	V89
89. My good relations with students keep me in teaching	1	2	3	4	V90
90. In my school the parents are involved in their children's learning	1	2	3	4	V91

Reminder: 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

SECTION C

Briefly describe the factors in your school environment that give you the most satisfaction.

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Briefly describe the factors in your school environment that dissatisfies you the most.

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What would you recommend to the education leaders and stakeholders to improve the job satisfaction of teachers in secondary schools in Addis Ababa?

APPENDIX D

EXTRACT OF A SAMPLE INTERVIEW

INTERVIEW 1 Key: **I-** Interviewer   **R-** Respondent

Interview guide

Date:

School:

Gender: Male

Age: 45

Years of experience as teacher: 30

Highest academic qualification: BEd

I: How do you feel about your salary?

R: Salary: It is not enough. The amount of salary paid was not comparable to my contribution, the value of the profession, and the present cost of living. I get birr 2500. I have two children, and need to send two of my children to school and that takes up birr 600 per month. My wife is dependent on my income. I live in a private house and that takes up birr 1000. With this amount of money I cannot feed and teach my children. I cannot satisfy their needs. I tried to go to South-Sudan and get employed there. However, the government blocked all the possible ways. Now I am trying my best to go to Juba illegally because I cannot support myself and my family. So when I come to school, I know I have not solved these problems.

We asked the government to improve our salaries. We received no response, and we were told to keep silent. This year they introduced an additional career ladder. If you have a Bachelor degree, you will receive an additional amount of birr 73. The introduction of this ladder is, of course, better than nothing. I get an additional 73 birr. However, the question is, what can you do with this amount of money? The house rent, the cost of basic needs, and the fees for my children's' education - the money added was not totally comparable.

The low salary has an influence on my day-to-day activities. I was forced to involve myself in other part-time activities. If I had enough money, I could use this time to prepare lessons. I am aware this time is being misused by my being absent, but teaching cannot afford me all my basic needs, and to survive one has to take on other activities. I know this has an impact on my regular work.

Your living conditions have a great impact on your performance and effectiveness. I am expected to be a role model for my students and for others, but because of my poor personality (due to the poor salary), torn cloths and shoes, and my family's living conditions, I cannot be a role model for others, and I cannot be effective in my work.

I: How do you evaluate the fringe benefits of your work, e.g. the allowances given to you?

R: It is better to say 'no allowances' - no transport, health and other allowances. The only available allowance was a housing allowance. Since 2011 an amount of birr 300 for a bachelor's degree was given as a house allowance. However, this money, as compared to the high cost of living, adds nothing to the improvement of your life. The amount of this allowance and the house rent I am paying made a difference. If I am sick, but thanks to God I am healthy, I have no money to pay for my health problem treatments.

I: How do you view the promotion opportunities you have?

R: There are no fair promotion opportunities. If you want to be promoted to a school principal, distinct officer, or supervisor, it is based on either your ethnicity or party affiliation. Your ethnicity, political view, or affiliation is highly significant and adds a firsthand value for your promotion. From my experience, I have observed that to be a school principal, district officer, and supervisor being a member of the existing ruling party is a prerequisite. The few available learning opportunities are also open to political members. For example, my school principal had got the chance to attend his postgraduate program because of his party affiliation. Otherwise, teachers were not benefited on such opportunities. No chance for teachers. If teachers are to be included on such educational opportunities, there is no consideration of their teaching experience, performance evaluation, gender disparity, or other criteria. What is important is to be closer to the existing party or be a supporter or affiliate of the ruling party. Regarding opportunities for career promotion I can assure you that it is fair and not as such difficult to attain the available career levels and the associated opportunities. I can say it is the only open opportunity we have. But the associated amount of money within each career

leader is not attractive. It is better than nothing. It does not go with the current cost of living or inflation.

I: How do you feel about the administrative support at your school?

R: The school administrative gave less emphasis to the teaching-learning process. Supervision, for example, is one aspect of administrative support. I have not observed school supervision. There are no checks for teachers. There is no help, no encouragement, so the teachers run away. Because the school administration was always busy with non-academic matters like meetings and politics. They considered and treated the teaching–learning activities as their second duty. The primary concern was for political meetings. There is also problem of competency. The school administration lacks leadership quality and skill. They did not take trainings regarding the basic principles of educational management. They did nothing in empowering teachers, students, parents, and the school management system. In general, they were irresponsible for failure of the school management system. In addition, the school administration was unable to take appropriate and timely measures on misbehaving students. When we report misbehaving and delinquent students, the school administration will tell students to solve their problems with their teachers and these students were sent back to the teachers. The administration advised and/or forced us to give students an excuse for his/her wrong act. Just imagine, a student who insulted and kicked you was allowed to attend classes and you are there to teach him/her.

I: How do you experience the leadership practices at your school?

R: It is boring. In previous years, school leaders were competent, experienced, and skilled and were professional and were graduates from school administration and leadership. Now it is totally different. Our school leaders were incompetent and were not from educational planning and management. Teachers from math, physics, chemistry and/or biology can be principals without taking prior leadership trainings. No need of field of study. They were appointed by education leaders and this had its own problem on their effectiveness. The other criterion for appointing principals was political affiliation. As long as you are a member of politics, you are free and legal to apply for the position you like. It is not your skill or experience that matters but your party membership only. Teacher handling system was fragmented. It is difficult to handle this fragmented group. Everyone goes in his own way. This had great impact on job performance. As everyone goes by his own way no focus on

common objective, no smooth working environment. We are in one school compound but focusing on different objectives. This was really the school leadership's problem. When we were called for meetings the majority were unhappy to attend. Only few teachers attend meetings. Teachers were not united for the common school objective. The school leadership practice made teachers not to stand for the common objective of the school. School leaders give priority for their personal interest and not for the school. In addition, the school principal, using the position he had, try to form his group at the district level so that when fired he could have employment opportunity. He knows that he may not be there for a long time. And he tries to arrange things for later purpose. It is very clear, within the coming two to three years, when our experienced teachers are retired, our schools will be empty.

I: How do you experience the recognition you get from education leaders?

R: No respect and/or recognition at all. The education leaders and at large the government didn't give respect and due regard for us at all. What is very surprising is not the low salary paid but really a worry for me was why education leaders and others did not respect teachers and their profession. When we go to the district education office for personal purposes, they do not want to see us and they let us go here and there and you were around their office for the whole day. Imagine some of the education officers were our friends when they were at our school. They do not treat and solve your problem. Even they were not accountable. They should have considered our contribution to society and to our country's development. They were there to support us. But by the time they deserve that position they start to be against us. Of course, this is not surprising because the majority of district education officers were not given their position based on their experience, qualification, social value, and community development.

I: How do you feel about your workload?

R: It is okay. We had reasonable workload. The highest workload, within the department was 20 hours per week. As compared to previous years, it is fair.

I: How do you experience your work itself?

R: I love teaching very much. Teaching has so many advantages...It lets you read and stay in contact with current information. In addition, teaching gives you autonomy and lets you focus only on your duty…. No one interferes with your work. You are the one who controls every activity of your class. You know, a teacher means truth...you do not lie to your learners. If you

are a mathematics teacher, for example, you always know and teach that 2+2=4. The same is true when you teach languages.

I: How do you feel about the different responsibilities you have at school?

R: As an experienced teacher, I do accept responsibilities related to teaching *per se.* I did all the responsibilities with great pleasure and interest. I was a member of the discipline committee, I act as a negotiator when there is conflict among people, I was the chairperson of the school's beauty and recreation club, etc. I do all these activities with no external influence but my motivation. I am self responsible. I give advice and mentor young teachers with regard to their behaviour, method of teaching, handling system of misbehaving students, and how to be role models for students, how to be responsible for every activities of their act, etc. In addition, when I see wrong acts from the school administration, I used to give them advice and feedback.

I: How do you describe your relationship with your school director?

R: The relationship is 'negative'. Teachers were dissatisfied in this regard. Teachers do not want to ask support from the school principals since there is negative relationship. There were few teachers who were inefficient in their performances, but had friendly relations with the school principal and they were still benefited. The relationship between teachers and principals was partial. It is based on grouping. This situation worsens the relationship between the principal and other teachers. This unfair treatment of teachers led the school principal's relationship negative with most teachers and there was no mutual understanding. If there would be smooth relationship, there would be a possibility of effective performance. The majority of principals were young. They did nothing and yet act as if they were hard workers. They feel that they know everything. They were not committed to accept their mistakes. Therefore, the only solution for teachers is to see everything externally. It is this bad relationship that had negative impact on the working environment.

I: How do you describe the relationships you have with your colleagues?

R: With my colleagues, I had very much positive relationship. The majority of teachers in my department had less teaching experience. With these teachers we had smooth and friendly relations. They ask me to give them advice, to mentor their activities, and to share my experience. I also ask colleagues to share me their experience. In this way we accomplish our tasks in a friendly way. In addition, I had very interesting working relationships with the

staff members of the school. And this helped me to do my work effectively. My home is very far from this school. However, since I love the staff members of this school, I didn't try to transfer to another school.

I: What is your relationship with your students?

R: Student disciplinary problem becomes a very serious matter from time to time. From year to year they are becoming problematic for teachers. Our former students did give respect for us. In my opinion, the majority of students had lack of motivation to learn because they lacked the necessary skills when they were at lower grades. They could not read and understand. When I order them to do homework they did nothing and come to class without preparing and doing homework. Instead they became aggressive and behave differently. Especially, students had bad relationships with young teachers.

Nowadays, in our country, students have more freedom than teachers. And this sense of feeling gave them more encouragement not to respect teachers. Of course, it is clear that this situation will have negative effect on their learning and performance. In addition, the cost of living also makes them angry. School leaders are not committed to solve all these problems. Rather, their report is about teachers' misconduct and behaviour. They did not report our students' behavioural problems and discipline.

I: What is your relationship with students' parents?

R: Parents do not come to school. When invited to attend meetings only 15 or 20 parents come to school. I can say no relationship at all.

I: *Thank you very much for your time.*

R: You are welcome.