

Job Satisfaction Study and Its Implication to Secondary School Teacher Education Policy*

Akalewold Eshete**

Abstract: This study attempts to investigate level of job satisfactions among government and private secondary teachers' in Addis Ababa. Based on literature of teachers' job satisfaction, taking into account, the existing poor state of secondary teachers' working conditions and the administrative and managerial policies considered coercive by these groups, the study hypothesized that teachers in the government than the private schools tend to be more dissatisfied and secondary school working conditions contribute more to government teachers' dissatisfactions than their private counterparts. A total of 23 schools (9 private and 14 government) were randomly selected and a questionnaire was distributed to 90 teachers (38 private & 52 governments). Using SPSS version 10, Chi-square tests were run and statistical significance for the relationships were reported at 0.05 level. In general, satisfaction was found to be not related with school characteristics though more number of teachers from the private schools (41.2%) was found to be satisfied than the teachers from the government schools (33.3%). Although no relationship was established between class size and dissatisfaction, the majority of those dissatisfied teachers were found teaching in large class sizes. Few relationships were observed between teachers' background characteristics and satisfaction. Accordingly, female, older, experienced, and married teachers tended to be more likely satisfied than male, young, novice and single teachers in government schools. Teachers' level of qualification had no relation with satisfaction, although all teachers who were not trained in teacher education programs were dissatisfied. Government teachers' salary on average was found to be higher and related with satisfaction. A number of attitude and work place conditions were related to government teachers' level of dissatisfaction. Parental support and students' related variables including coming to class unprepared, cutting classes; apathy and tardiness were related to government school teachers' dissatisfaction. Similarly, teachers' level of participation and influence on school policies were related to government teachers' dissatisfaction. More specific variables like the extent of participation in setting disciplinary problems, deciding how the school budget should be spent and how teachers should be evaluated were related either strongly or moderately to government teachers dissatisfaction. In addition, teachers' autonomy and resources availability were also found more related to private than the government teachers' satisfactions. The presence of routine duties and paper work accounted for dissatisfactions of both groups. Based on the findings, the study has recommended some considerations to be attended in the secondary teacher management policy both at the federal and regional levels.

* Data for this paper was taken from Akalewold (2004a)

** Lecturer, College of Education, Addis Ababa University.

Introduction

A paradox exists within the rhetoric and practices of teachers education. Although teachers have been generally recognized as key professionals for a nation's future (Bishay 1996; MOE 2002; MOI 2002), high level of dissatisfaction, stress and burnout were reported among school teachers (Amare 1996; Bishay 1996; Millicent and Joanne 1999; Mays and Jerie 2002; Akalewold 2004a, b). The level of teachers' low motivation was not surprising given the general assumption that a significant number of teachers were dissatisfied with factors associated with their work (Heller, Clay, & Perkins, 1992; Mertler, 1992; Akalewold 2004a, b).

The need for improving teachers' job satisfaction was considered paramount since almost half of the new teachers left the profession in their first five years (Colbert and Wolff 1992 in Mays and Jerie 2002; Kooi 1990).

Several reasons were identified for the interest to study this aspect in Ethiopian context. To begin with, although impressive expansion was attained between 1993-94, the system of education encountered with serious challenges. Recent report, in relation to secondary school working conditions identified that system expansion brought 'deteriorating conditions in classrooms throughout most parts of the country' (World Bank 2005: XViii). The already poor quality of secondary education (TGE 1994b) was further lowered. At present qualified secondary teachers' comprise only 44.5% at a national level (MOE 2005). Pupil-teacher ratio had found to be 55: 1, and this is among the highest in the world. Inevitably, section sizes have also risen to extremely high levels (World Bank 2005; MOE 2005).

Since the new millennium, schools have generally been under hegemonic attack. The Ethiopia government (MOI 2002) underlined its dissatisfaction with the implementation of the education policy, and attributed the failure observed to the education actors. Despite

teachers' early concern and voiced reaction to the policy in use, government brought a new education discourse and argued that the failure lied with the implementation rather than the policy.

This position was then used extensively by the government and the ministry as justification to import a series of reform in teacher education, educational administration, teacher management guideline, teachers' code of conduct, etc. Subsequently 'implementation' was elevated as important political concerns and schools as key sites for controlling teachers' activities. Among others, concern over the revised guideline (MOE 2002a) was given to closely align with education and schooling along with the political organization of the government (accountability of woreda education and training board to the Woreda Council headed by the capacity building Officer etc). Added to the already poor school working environment, the various policies of the ministry brought significant pressure on the teachers. This context has stimulated an interest to investigate teachers' job satisfaction.

The purpose of this study is to determine job satisfaction of government and private secondary school teachers and to investigate specific factors associated with job satisfaction and dissatisfaction. Bearing in mind the effects of the above policy to be more on government teachers than private teachers; this study hypothesized that the majority of the government school teachers are dissatisfied with their teaching profession than their private counterparts. The study further hypothesized that salary and workplace conditions of government schools contribute more to their state of dissatisfaction.

Review of Related Literature

Teachers Job Satisfaction

Job satisfaction is one of the most commonly studied phenomena in the social sciences (Carrol, 1973 Cited in Truell et al 1998). Job satisfaction is a condition of establishing a healthy organizational environment in an organization. The most important evidence that

indicates the conditions of an organization got worsened is the low rate of job satisfaction. Job satisfaction which is very important for a person's motivation and contribution to production may diminish irregular attendance at work and replacement of workers (Kahn 1973:94).

In education, high- quality teaching staff is the corner stone of a successful educational system. Attracting and retaining high- quality teachers are thus, primary needs for education in any nation. One step in developing a high- quality faculty is to understand factors associated with teaching quality and retention and one of these factors is job satisfaction of teaching as a career.

Theories of Job Satisfaction

Intrapersonal Comparison Process Theory

According to McCormick and Ilegen (1980, as cited in Muchinsky 1989) job satisfaction assumes the degree of affection experienced from comparison between the individual's standards and the same individual's perception of the extent to which these standards are met. Degree of satisfaction is the difference between the standards and what is actually received from the job. Intrapersonal comparison theories compare what a person wants with what he/she receives. The smaller the difference, the greater will be the feeling of satisfaction.

Similarly, for Lock (1976) as cited in Menlo et al (1990), job satisfaction is a function of the perceived relationship between what one wishes to get from a job and what one perceives the job is offering. In the same vein, Porter (1962) as cited in Friesen (1983) job satisfaction is understood as the difference between what a person thinks he should receive and what he/she feels he/she actually does receive. These theories are called intrapersonal because the comparison occurs within an individual.

Interpersonal Comparison Process Theory

The idea behind this theory is the belief that people do compare themselves with others to assess their own feelings of job satisfaction. An individual observes others in a similar job and infers how satisfied they are. According to Salancik and Pfeffer (1977 as cited in Muchinsky 1989), the person compares himself to other people and then derives feelings of satisfaction based on how they feel about their jobs. Generally, according to Muchinsky (1989) a lot of research in social psychology indicates that we assess ourselves by our perception of others.

Herzberg Two-Factor Theory

Herzberg (1959; 1964) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He identified factors such as company policy, supervision, interpersonal relations, working conditions; and salary as *hygiene factors* rather than motivators. According to the theory, the absence of hygiene factors could create job dissatisfaction, but their presence would not motivate or create satisfaction.

In contrast, he determined from a study that *motivators* were elements that enriched a person's job. He found five factors, in particular, that were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level.

Factors Affecting Job Satisfaction

School Characteristics and Teachers Job Satisfaction

Several school characteristics are also related to satisfaction. For instance, teaching in the private schools was associated with greater job satisfaction on average. Similarly, elementary school teachers tended to be more likely satisfied with their working conditions than secondary school teachers (Choy et al 1993; NCES 1997). According to Bonsa (1996) government and public employed teachers significantly differed in the actual job satisfaction facets on pay and responsibility. He found out that government employed teachers had a better mean score on actual pay while public employed teachers showed better mean score on actual responsibility.

Teachers' Background Characteristics and Job Satisfaction

Some studies have focused on identifying the relationship between teachers' job satisfaction and their personal variables as age; sex, years of services, educational qualifications etc with varying results. For example; Bonsa (1996) identified that the relationship between age and job satisfaction was not uniform. On the other hand, Muchinski (1989) argued that global job satisfaction did increase with age, especially for males. The most dissatisfied workers were the youngest and the most satisfied were those approaching retirement. Other studies also showed that there was no such relationship between satisfaction and age. For example, in Castillo et al (1999), the gender, age, years of teaching, degree, and tenure of male and female agriculture teachers were not significantly related to job satisfaction.

Some studies reported that males are more satisfied than females. Others, however, did the opposite, and still others reported no such differences. To Muchinsky (1989) and Bateman (1991) research, the relationship between job satisfaction and sex was inconsistent. Wu and Wu (2001), for example, identified that higher level of satisfaction is generally found in female teachers, homeroom teachers, teachers

who assume directorship in schools, teachers with lower educational attainment, and teachers with higher income. On the other hand, Sheppard and Herrick's (1972 in Batman 1991) showed that females are less satisfied than males. Again the work of Bishay (1996) showed that women generally reported to have lower overall level of satisfaction due to heavy paper work.

Davis (1989) explained that as workers grow older, they tend to be slightly more satisfied with their jobs. Quite contrarily, there is an evidence that younger and less experienced teachers had higher level of satisfaction than older and more experienced teachers in the public schools (NCES 1997). The same report also identified a bipolar relationship in private School teachers. The very youngest and the very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers. In Ethiopian context, according to Bonsa (1996), males were found to be more satisfied than female teachers. Similarly, the aspiration of teachers was found to change from pay to working conditions and recognition as age increased.

Workplace Conditions and Job Satisfaction

Professor Ingersoll study (AERE 2001) revealed that distinctly lower turnover level was found in schools that provided more administrative support to teachers, had lower level of student discipline problems, and had high level of faculty decision making influence and autonomy. He further identified four important conditions that could be "policy amenable" and if not they would affect teachers satisfactions and promote turnover. These included compensation structure, level of administrative support, degree of conflict and strife with the organization and degree of employee input and influence over organizational policies (ibid).

Similarly, workplace conditions have a positive relationship with teacher's satisfaction whether a teacher is in a public or private school, or an elementary or a secondary school, and regardless of the

teachers' background characteristics or the school demographics (NCES 1997). Administrative support and leadership, students behaviours and school atmosphere, and teachers' autonomy are associated with teachers satisfactions. Teachers with greater autonomy and feeling of control show higher level of satisfaction than teachers who feel they have less autonomy. The more favourable the working conditions are, the higher the satisfaction score are (ibid). Among public and government teachers, workplace conditions were found to affect job satisfaction next to pay (Bonsa 1996). This was largely true for public schools where most of the schools were not built for classroom purposes. Teachers did not also show satisfaction with immediate supervisory support. Many of them reported that directors were not accepted by the staff.

Teacher Compensation and Job Satisfaction

Rocca and Kostanski (2001) study of permanent and contract staff in Australian secondary school revealed that permanent staff appeared to be higher on categories of pay, promotion and fringe benefits. Permanent female teachers appeared to be more satisfied with pay conditions and fringe benefits than females working on contract basis. Males who were permanent were more satisfied with promotion opportunities than males on contract basis.

On the other hand, there is an evidence that teacher's satisfaction was poorly related to salary and other benefits (NCES 1997). Among teachers with similar levels of salary and similar benefits, workplace conditions were found to be related to satisfaction (Ingersoll et al., 1995). The slight relationship between salary and turnover may seem counterintuitive: A similar finding also exists among salary and both job satisfaction and commitment. Researchers have found only a limited impact of such incentives and rewards as high salaries and merits increase on teacher commitment and satisfaction.

Low salaries can be associated with increased organizational commitment because workers with such salaries may develop other rationales for remaining in their job (Firestone, 1990). Public school

teachers in Addis Ababa were attached with a great deal of importance to pay (Bonsa 1996). This is not surprising since public employed teachers were not benefited from the career ladder made for government employed teachers.

Recent Ethiopian Experience

In Ethiopia, shortage of teachers' and poor quality have been among the major problems of the state of education since its establishment (MOE 2002; MOI 2002; TGE 1994b). Such further decline in the status of teachers was felt in the late sixties and early seventies with the dramatic change of the system of education (VanBelle 1994 in Bonsa 1996). The steady expansion of the system necessitated greater supplies of teachers who frequently were under qualified and inadequately prepared for the demands of the work place. Studies conducted since the 1960's have indicated teachers' dissatisfaction with regard to salary, social status, and administrative practices, working and living conditions (Ayalew 1991; legesse 1992; Bonsa 1996; Akalewold 2004a; b).

To address these age-old education problems, education was reformed in 1994 through the promulgation of education & training policy that identified decentralization, curriculum change and teacher education; key priority areas. Among others, the policy made recommendation to establish career ladder for the profession and subsequent measures to adjust teachers' initial salary one scale above other civil servants with equivalent positions. The Ministry influenced teachers working environment through a series of managerial and administrative policies.

Regionalization policy impacted teachers' life significantly. Based on their ethnic origin, teachers were re-staffed into the newly established regional states. The intense political environment, lack of managerial experience and frequent administrative turnover of regional actors contributed for teachers and schools to implement the policy in the absence of supportive environment.

Government's clash with the Ethiopian Teachers Association and creating a new association along the ethnic line, existing discontent among the teaching force with some of the policy ideals, concern with top-down policy formation (Seyoum 1996; Mulugeta 1998) and the speedy policy implementation (Ayalew 2000; Tekeste 1996) further attributed to the problem encountered during policy implementation. Another serious misappropriation that contributed significantly to the failure of the policy was lack of synchrony made between curriculum and teacher education reform. Although the policy brought a number of innovations (self-contained instruction, student centered method, curriculum integration, continuous assessment, automatic promotion etc), school teachers were held responsible for implementation with out support.

To many curriculum scholars, curriculum development should be supported with teacher education for effective implementation (Fullan 1991; Hargreaves 1994). The problem in our case was that the three key concerns identified by the policy, curriculum development and regionalization were attempted quite early for they were closely related to the heightened political mood of the time. Despite teachers early concern to those new elements introduced, teacher education reform was attempted after seven years of policy implementation (Akalewold 2005), at best, when implementation and schooling become politicized.

As a result of governments popular position (MOI 2002) 'it is not the policy but policy implementation that is responsible for the failure observed', teachers were, then after, characterized as largely resistant, having lack of professional commitment, imbued with problem of quality and ethical conduct. After blaming teachers for the failure (MOE 2002a; MOI 2002) and in order to address the issue the government introduced restructuring and policy prioritization taking capacity building at its centre. Civil service reform, one area of capacity building program, brought a number of important implications in education- teacher management and administration- out come

based assessment, managerial and administrative guideline, teacher ethical protocol etc.

Basing government critics, the Ministry responded sooner with attempt to overhaul the system of teacher education. Existing educational management and organization guidelines were revised by the ministry (MOE 2002b). In order to address 'policy implementation' concern, the new guideline, among other important provisions, brought a number of 'watchers' over school activities and teacher implementation. Woreda, kebele and school level boards were established, together with parent- teacher council, and parent-teacher association to oversee and control over implementation by teachers and schools. These groups were also empowered with key role including hiring and firing of teachers.

In reaction to this, teachers were out for demonstration in Addis and other parts of the country being against the placing of such policy that was disclaimed by this group as not-participatory in its formulation. Both the Addis Ababa Teachers' Association and the National Teachers' Association questioned the nature and inappropriate application of the outcome based performance evaluation. Based on this context, this study has investigated factors associated with government and private secondary teachers' satisfaction.

Methodology

This study employed survey design where both government and private secondary school teachers were included.

Sampling Procedure

A total of 23 schools (9 private and 14 government) were randomly selected. Questionnaire was used to collect relevant information. A total of 90 teachers (38 private & 52 government) have responded to the questionnaire. The information has permitted to conduct analysis on how these factors affect moving into and out of the teaching profession. The questionnaire contained a wide range of information

aggregated based on four clusters of variables: school characteristics, teacher background characteristics, work place conditions and teacher compensation.

Finally, using SPSS version 10, Chi-square tests were run to determine the relationship among the various characteristics and satisfactions. All comparisons and differences discussed in this study were tested for statistical significance at 0.05 level and only reported if they met this criteria for significance.

Results and Discussion

Distributions of Teachers across Levels of Satisfaction

Teachers responded to the questionnaire were classified into levels of satisfaction. Across levels of satisfaction, the majority of participants (87%) were found either moderately satisfied or least satisfied with teaching as a career. As shown in table 1, the majority of teachers (68.9%) were found to be moderately satisfied with their profession.

Out of these, approximately 18.1 % of teachers were identified as having low level of satisfaction. This group responded that they would never choose teaching again if they were given another chance. The majority of this group (66.7%) also agreed that they felt it was a waste of their time to try to do their best as teachers.

On the other end of the scale, about 13% of the teachers reported that they were satisfied with teaching and certainly would become teachers again if given the opportunity. These teachers have also planned to remain in teaching at least until retirement. In this study, this group is identified to have high level of job satisfaction.

Table 1: Percent distribution of Teacher across Level of Satisfaction, by School Sector and School Level

Characteristics	Level of satisfaction		
	high	moderate	low
Total	13.0	68.9	18.1

* All teachers have been placed into one of the three categories; hence, each row will add to 100 percent.

School Characteristics Vs Job Satisfaction

As shown in table 2, the least satisfied teachers were almost as double as the highly satisfied teachers. Similarly, when satisfaction was compared across school sector, private schools contained the majority of satisfied teachers (41.2% private & 33.3% government) although no statistical relationship was observed.

Class size was found to be not related to satisfaction although higher percentages of dissatisfied teachers were found teaching in large class size. Out of the dissatisfied government school teachers, 80% and 78.6% of them were found teaching in a class size between 61 to 70 and 71 to 80 respectively. Similarly, about 58.3% of the teachers strongly disagreed to the statement that "I am satisfied with my class size."

Table 2: School Sector and School Level of the Most and Least Satisfied Teachers

Characteristics	Level of satisfaction		
	Total	H S	L S
Total	100	35.4	64.6
School sector			
Private	26.2	41.2	58.8
Government	73.8	33.3	66.7

Table reads: 61.9 percent of the most satisfied teachers teach in public schools

Teachers' Background Characteristics Vs Job Satisfaction

As shown in table 3, few relationships were observed between background characteristics of teachers and their levels of satisfaction. Teachers' sex was statistically related with satisfaction in government schools. In government schools, the female teachers (52.4%) were satisfied than the male teachers (18.5%).

Teachers' age and years of teaching experience were found to be strongly related with satisfaction in both types of schools. As a result, as age or years of teaching experience increases so does satisfaction. In both groups many of the teachers under 40 years of age were dissatisfied. On the other hand, the majority of the teachers greater than 50 years of age were found to be satisfied.

Similarly, the majority of the teachers who have got less than 3 years of teaching experience were dissatisfied whereas most of the teachers who have greater than 20 years of teaching experience were satisfied with their teaching job.

Marital status of teachers was found to be strongly related to job satisfaction in government schools. Accordingly, the married teachers were found to be more likely satisfied than the singles were.

Teachers' level of qualification was found to be not related to satisfaction although the majority of the teachers holding BSc/ BA degree were dissatisfied in both types of schools. Interestingly, all teachers who were not trained in teacher education programs (pure science stream graduates for example) were found dissatisfied.

Table 3: Percent Distribution of Public and Private School Teachers across Level of Satisfaction and Selected Teacher Background Characteristics

Characteristics	Private		Government	
	H S	L S	H S	L S
Total	41.2	58.8	33.3	66.7
Sex				
Male	40.0	60.0	18.5	81.5
Female	50.0	50.0	52.4	47.6
Age				
Under 30	44.4	55.6	10.0	90.0
30-39	0	100.0	0	100.0
40-49	0	100.0	58.3	41.7
Over 50	100.0	0	72.7	27.3
Higher degree earned				
Diploma	0	100.0	60.0	40.0
Degree	40.0	60.0	23.5	76.5
Masters	0	0	50.0	50.0
If other	0	0	50.0	50.0
Years of experience				
<3 years	14.3	85.7	0	100.0
4-9	60.0	40.0	9.0	91.0
10-19	0	100.0	0	100.0
>20 years	100.0	0	63.6	36.4
Marital status				
Married	57.1	42.9	46.9	53.1
Divorced/ separated	100	-	-	-
Single	33.3	66.7	6.3	93.8

H S- highly satisfied; L S- least satisfied

Salary and Other Income Vs job satisfaction

On average, government teachers earn more salary (1172.56 birr per month) than private teachers do (1004.31) and salary of teachers was found to be related to satisfaction in government schools. As shown in table 4, as salary scale of teachers increases so does their level of satisfaction. Accordingly, 100% of the teachers who earn between 500-1000 birr per month were found to be dissatisfied. On the other hand, about 55.6% of the teachers who earn greater than 1500 birr per month were satisfied. Similarly, about 56.5% of the public teachers disagreed with the statement that I am satisfied with my salary.

Teachers' were also asked whether or not they earn additional income from their school system for extracurricular or additional activities. This was not found related to satisfaction though the majority of the teachers who reported that they do not have additional income through evening classes were found to be dissatisfied.

Similarly, teachers were asked whether or not they earn additional income from a job out of their schools. Out of 41.2% of the private and 19.1% of the government teachers who reported that they earn additional income, only 42.9% of the private and 33.3% of the government teachers were satisfied. About 62.5% of these teachers identified the nature of this out-of-school job as teaching elsewhere or tutoring students at home.

Table 4: Percent of Most & Least Satisfied Teachers by School Sector & Teacher Compensation Variables

Characteristics	Private		Government	
	H S	L S	H S	L S
Total	41.2	58.8	33.3	66.7
Salary 501- 1000	22.2	77.8	0	100.0
1001- 1500	57.1	42.9	45.0	55.0
> 1501	0	0	55.6	44.4
Benefits				
Supplement salary with non-school job				
Yes	42.9	57.1	33.3	66.7
No	40.0	60.0	34.2	65.8
Earn additional compensation through school				
Yes	50.0	50.0	27.3	72.7
No	37.5	62.5	23.8	76.2-

Teachers' Attitude and Perceptions of Workplace Conditions Vs Job Satisfaction

Several studies indicated the link between administrative support and job satisfaction (AERE 2001; NCES 1997). For example, AERE (2001) revealed that lower turnover level were found in schools that provide more administrative support to teachers, have low level of student discipline problems, and high level of faculty decision making influence and autonomy. Administrative support and leadership, good student behaviour and school atmosphere, and teachers' autonomy were the working conditions associated with teachers' satisfactions (NCES 1997)

Administrative & Parental Support

Teachers' response to the attitude questions showed that the most satisfied teachers gave the most positive response and vice versa. For example, in both private (85.7%) and government (66.7%) schools, satisfied teachers agreed that their administration was supportive and caring. Similarly, about 85.7% of the private and 75% of the government satisfied teachers agreed with the statement "principals frequently discuss instructional practices with teachers". On the other hand, parental support was moderately related to government school teachers' dissatisfaction. About 87.5% of the government school teachers agreed on the lack of parental support in their schools.

Students' behaviour

Teachers satisfaction is higher in schools where students misbehaviour, apathy, and violence are not problems (NCES 1997). In this study, a number of students behaviour was related with teachers dissatisfaction. For instance, cutting classes, poverty state of students, students absenteeism, coming to class unprepared to learn and students problem with the medium of instruction were related more to government than private teachers' dissatisfaction. Students misbehaviour, tardiness and student apathy were related to teachers' dissatisfaction in both types of schools.

For instance, about 90% of the private and 84.4% of the government dissatisfied teachers agreed with the statement "the level of student misbehaviour in this school interfered with my teaching". Again, least satisfied teachers in both types of schools consistently indicated that students apathy and tardiness as serious problems.

Teachers' participation & Influence on school policies

To several researchers, teachers tend to be more satisfied with their teaching career when they participate in important school policies and

when school goals and priorities are clear (NCES 1997). In this study, both participation and influence in school policies were related to the government teachers' dissatisfaction. Hence, about 80.6% and 93.7% of the private and government dissatisfied teachers' disagreed with the statements "teachers' participation in making important school decisions" and "teachers have a great deal of influence over school policy" respectively.

Other more specific variables like- to what extent teachers participate in setting disciplinary policy, determine the content of in-service programs, decide how the school budget should be spent and in evaluate their colleagues were either strongly or moderately related to government teachers' dissatisfaction. For example, 71.9% of the dissatisfied teachers seem to disagree that teachers contribute to how they should be evaluated in their schools.

Staff Cooperation & Recognitions

Teachers are more satisfied with teaching as a career when staff in their schools are recognized for the job that they have well done and when there is cooperation among colleagues (NCES 1997). In both cases, no relation was observed with satisfaction although high percentage of both the least and the most satisfied teachers agreed with the statements. For instance, 100% and 93.8% of the dissatisfied private and government teachers agreed that staff are recognized for well done job respectively.

Teachers' Autonomy

Advocates of professional autonomy claim that conferring professional autonomy "...will enhance the attractiveness of the [teaching] profession as a career choice and will improve the quality of classroom teaching & practice" (Boe & Gilford 1992:36). In this study, autonomy was found related to the private teachers' satisfaction. Accordingly, about 71.4% of the satisfied private

teachers agreed with the statement "teachers have complete control over their classrooms".

Out of a number of classroom related variables-choosing instructional material, determining the content, topics and skills to be taught, determining instructional techniques and evaluating students' level of learning were found to be not related to satisfaction. On the other hand, the variable that teachers determine homework to be given was related to teachers' satisfaction in both types of schools.

Resources Availability and Engagement in Routine Duties

Teachers tended to be satisfied when the resources needed to teach are available and when they are not overburdened with non-teaching duties (NCES 1997). This study revealed that availability of resources for teaching was related to private teachers' satisfaction. About 71.4% of the private satisfied teachers agreed that necessary materials are available as compared to only 43.8% of the satisfied government teachers. On the other hand, the presence of routine duties and paper work accounted for teachers dissatisfaction in both types of schools.

Table 5: Percent of most & least satisfied teachers who agree with the following statement of workplace conditions, by sector

Characteristics	Private		Public	
	H S	L S	H S	L S
Administration is supportive and encouraging	85.7	50.0	66.7	40.6
The level of students misbehaviour in this school interferes with teaching	14.3	90.0	56.3	84.4
Teacher participate in making important school decisions	14.3	30.0	40.0	19.4
Parents support teachers' work	14.3	10.0	28.6	12.5
Routine duties & paperwork interfere with teaching	14.3	30.0	30.7	56.3
Necessary materials Are available	71.4	40.0	43.8	31.3
Principal frequently discusses instructional practices with teachers	85.7	50.0	75.0	34.4
There is a great deal of cooperative effort among staff	71.4	60.0	93.8	84.4
Staff members are recognized for a job well done	85.7	100.0	80.0	93.8
Student absenteeism is a problem	14.3	40.0	53.3	28.1
Student apathy is a problem	14.3	100.0	73.3	93.8
Teachers have a great deal of influence over school policy*	28.6	20.0	46.7	6.3
Teachers have complete control in the classroom*	71.4	50.0	56.3	53.1

* Teachers were asked a series of questions about how much influence they had over school policies and how much control they had in the classroom. They answered each question on a five point scale where "0" meant no influence or no control and "5" meant a grate deal of influence or complete control. The numbers reported here are the percentage of teachers whose average response to the question was above "4".

Summary of Results and Implications to Secondary Teachers' Management Policy

High-quality teaching staff are the cornerstone of a successful educational system. One step in developing this is to understand those factors associated with teachers' quality and retention. One of these factors is job satisfaction. Satisfaction with teaching as a career is an important policy issue since it is associated with teachers effectiveness which ultimately affects students achievement (Ashton and Webb 1986).

Because faculty are both the largest cost and human capital resource of a school system, understanding factors that contributed to teachers' satisfaction and dissatisfaction are essential to improve the information base needed to support a successful education system. More importantly, workplace conditions that affect satisfaction with teaching as a career need to be identified and examined by policy makers. It can be possible to increase the satisfaction levels of the teaching force if these conditions were modified through change in policy.

Based on the results of the study, the following implications can be forwarded:

- The study identified that most of the government school teachers were dissatisfied than their private counterparts. This has, in fact, serious implication to the government school teachers since they are basically the largest teaching force of the nation. Thus, the ministry and regional education bureau should examine the case closely and address the matter if they want to deliver quality education;
- The study identified a number of work related variables that contribute to the government teachers' dissatisfactions. These teachers felt that they have not been supported by parents. They also reported that they did not participate when school level policies were established. In general, lack of teachers' participation and influence on school policies were related to

government school teachers' dissatisfactions. Both variables- lack of professional autonomy and available resource- attributed to government teachers' dissatisfaction. This requires a serious consideration on the part of the ministry and regional offices to consider pedagogical, educational management guidelines and budgetary arrangement along with involving education stakeholders and making schools reflect the interest of all;

- There are a number of school and classroom related variables that contribute to dissatisfaction. The findings showed that the majority of the dissatisfied government teachers teach in overcrowded classrooms and struggle with routine duties and paper work that interfered with their normal duties. These, therefore, should be addressed by all educational managers including school directors;
- The finding that female government teachers were more likely to be satisfied than male teachers could be used as a further justification for inducting more female into the teaching profession. Although, the policy recommended this on the bases of equity and other pedagogic and democratic principles (TGE 1994; MOE 2002a), the result of this study has provided another justification for attracting them into the profession;
- The study showed that satisfaction of teachers was related positively with age and years of teaching experience implying that the nation's future and the state of education are at risk when those aged and more experienced teachers retire. In fact, the most worrisome aspect lied in those young teachers that would replace the largely satisfied and experienced staff were found to be largely dissatisfied, which implies a further decline in the quality of education. Taking into account the seriousness of the matter, the ministry and regional education bureau need to examine those factors that attribute to young and beginner teachers' dissatisfaction. This has to be done with such concerns, speed and in line with the increased access to education and current practice of training more teachers to fill vacant posts by those teachers who would leave the profession for various purposes;

- Salary was found positively related with satisfaction. The findings that 100 % of those teachers earn relatively low salary were dissatisfied implies that teachers still feel the amount of money they earn is not commensurate with the demands of life and the task they perform. This requires further study and necessary adjustment at a national level, if quality education through a satisfied teaching force is desired;
- Teachers were not found to feel satisfied as they earn higher degrees. Interestingly, a significant percentage of teachers who reported that they hold BA/ BSc were found dissatisfied with their job. This fact indicates that the number/ percentage of BA/ BSc teachers reported in the ministry's annual abstract as an indicator of quality secondary education cannot be justified. Levels of education/degree earned did not seem to guarantee quality education. Similarly, the nature of the program teachers went through during university/ college (whether from education stream or non-education stream) has shown strong relationship with teachers' level of dissatisfaction with their profession. The fact that all non-teaching stream graduates who are currently teaching in those sampled schools were dissatisfied with the job implies that something has to be done, in the short term, to address their sources of dissatisfaction, and in the long term with further study, to revise teacher recruitment policy of the nation;
- Some of the students behaviours were related to both private and government teachers' dissatisfaction. Interestingly, most of the students behaviours were related to government teachers' dissatisfaction. Some of these behaviours can be addressed through appropriate policies that were set democratically through the consent of all participating bodies. Hence, taking the matter seriously, some corrective measures have to be taken by all stakeholders including parents and students;
- Out of the working conditions considered in this study, only school administrators' support was related to satisfaction. This result seems to correlate with the existing practice of assigning directors from the teachers who have the majority of vote. All other factors such as parental support, participation of teachers, influence of

school policies, autonomy of teachers, availability of resources for teaching and work load of teachers were found to be related more to the government teachers' dissatisfaction which indicate important implications for the education system. According to research on teachers' job satisfaction, work related variables are the most important factors that attribute to teachers level of satisfaction or dissatisfaction. Addressing these concerns demands a number of policy measures especially by the education managers at national and regional levels. Mechanisms should be established to boost parents to make real contributions to school affairs, to base what ever policies that would have an impact on the school community through the involvement of teachers. It is also important to make sure that the policies reflect teachers consent as well, to maximize teachers decision making role on the substance of their profession and to avail those resources and demands that come as a result of adopting a particular policy provisions. As much as possible teachers should also be held free from other non-teaching routine activities;

- Finally, the study has recommended that in order to bring about the quality secondary education the nation has been aspiring for long; teachers job satisfaction survey should be done at some intervals by the ministry and regional bureaus to know the level of their respective teachers satisfaction and dissatisfaction and more importantly to identify and address those work related conditions which account for their level of dissatisfaction.

Reference

- AERA (2001) teachers Shortages: Myth or Reality- Imbalance of Teacher Supply and Demand Requires Fresh Look at School Characteristics and organizational Conditions. www.aera.net. American Educational Research Association.
- Akalewold Eshete (2004) factors affecting female teachers' job satisfaction in Addis Ababa City Administration. OSSREA (Unpublished Report).
- Akira Ninomiya (1990) A critical analysis of job-satisfied teachers in japan . Comparative Education Vol. 26, issue 2/3 p. 249.

- Aklilu Habte (1966) The production and Retention of Elementary School Teachers in Ethiopia. Addis Ababa, HSIU (Unpublished).
- Ayalew Shibeshi. (1991). "Conditions and Problems of Administrative encountered by teachers," paper Presented to Ethiopian Teacher Association, Unpublished paper.
- Ball C. J (1990) the Centrality of Work, Working Conditions and Job Satisfaction of Teachers in Canada. *Comparative Education*; vol. 26. Issue 2/3 p. 319.
- Bishay A (1996) Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Science* 3: 147-154.
- Bonsa Bayisa. (1996). Factors Affecting teachers' Job satisfaction In Addis Ababa Public Schools. Addis Ababa University School of Graduate Studies (Unpublished MA Thesis).
- Cano, J., & Miller, G. (1992). A gender analysis of job satisfaction, job satisfier factors, Bowling Green, OH: Bowling Green State University.
- Castillo J. x; Conklin E. A; and Cano J (1999). Job Satisfaction of Ohio Agricultural Education Teachers. *Journal of Agricultural Education*, Vol. 40. No. 2. P19-27.
- Kooi S. w (1990) factors associated with job satisfaction and work centrality among Singapore teachers. *Comparative Education* Vol. 26. Issue 2/3 p. 259.
- Legesse Tsigie. (1992). Factors Affecting work Motivation of Ethiopian Secondary School Teacher in Central and Eastern Ethiopia, Addis Ababa University School of Graduate Studies (Unpublished MA Thesis).
- Lulsaggad Alemayehu .(1969). "A Descriptive Analysis of the Administration of Education in transition Ethiopia," PhD Dissertation, the University of Southern California.
- Mertler, C. A. (1992). Teacher motivation and job satisfaction of public school teachers. Unpublished masters thesis, The Ohio State University.
- Ministry of Education (2005) Educational Statistics Abstract. Addis Ababa. EMPDA
- ____ (2002a) Education Management, Organization, Public Participation and Finance Guideline. Addis Ababa: EMPDA (Amharic document)
- ____ (2002b) Education policy & its Implementation. Addis Ababa EMPDA
- ____. (1999) Government of the Federal Democratic Republic of Ethiopia Education Sector Development Program Action Plan. Addis Ababa: Central Printing press.

_____. (1986). "Evaluative Research of the General Education System in Ethiopia: Summary Report Presented to the Executive Committee of ERGESR," Mimeographed, Curriculum Evaluation and Educational research Division, Addis Ababa.

_____. (1966). "The Current Operation of the Education System in Ethiopia," report of a selected Committee appointed by the Council of Ministers; Mimeographed, Addis Ababa.

Ministry of Information (2002) Federal democratic republic of Ethiopia capacity Building. Mega printing press.

Muchinsky Paul M. (1989). Psychology Applied to Work: An Introduction to Individual and Organizational Psychology. California: Brooks/ Cole Publishing Company.

Rocca D. A & Kosanski M (2001). Burnout and job satisfaction amongst secondary school teachers: A comprehensive look at contract and permanent employment. Discussion paper ATEA conference 24-26 September, Melbourne.

Saad Ismael A (1992) teachers job satisfaction in transitional society within the Bedouin Arab schools of the Negev. Journal of Social Psychology, Vol. 132. Issue 6 p. 771.

Transitional Government of Ethiopia. (1994). Educational & Training Policy. Addis Ababa. EMPDA Xin Ma (1999) influences of workplace conditions on teachers job satisfaction. Journal of education research Vol. 93. Issue 1. p. 39.

Xin Ma & MacMillan r. B (1999) Influence of workplace conditions on teachers' job satisfaction. Journal of Education research Vol. 93 issue 1. p 39.