

## **Teachers' Level of Job Satisfaction in Some Selected Preparatory Schools of East Wolega Zone, Ethiopia**

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**Abstract:** This study was conducted to assess teachers' level of job satisfaction, specifically in three areas (salary, social benefits and leadership or supervision practices). Descriptive survey research design was employed with both quantitative and qualitative method. The participants of the study were 33 more experienced teachers (having 9 or more years of experience in teaching) and 32 less experienced teachers (having less than 9 years of experience in teaching), 4 school principals and 4 supervisors. The selection of teachers was made using stratified random sampling technique while that of principals and supervisors was made using purposive sampling technique based on the experience and positions they currently occupied. Data were gathered through questionnaire from teachers and through interview from school principals and supervisors. The finding of the study revealed that teachers were not satisfied with their current salary as an aspect of job satisfaction. The minimum recognition given by the society to teachers and their profession was also identified as one of the factors affected teachers' job satisfaction. Hence, it recommended that principals should arrange different school-based fringe benefits so that they can retain experienced teachers in their schools. Again, principals need to increase teachers' job satisfaction by using different leadership and supervision styles and by arranging school-based fringe benefits so that teachers feel safe in their schools.

**Keywords:** Job satisfaction, Preparatory schools, Social benefits, fringe benefits

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### **I. INTRODUCTION**

The strength of any educational system is largely dependent on the quality and commitment of its teachers. Teachers as the heart of educational process play an important role in the achievement of educational effectiveness and quality. Hence, every educational system should strive to attract qualified people to the profession and provide them with better incentives that will satisfy their needs (Ayalew, 2000). Job satisfaction is an important element to improve teachers' performance and enable schools achieve their desired goals.

Job satisfaction is constantly highlighted by many authors in the past as teachers are recognized as key factors that significantly affect quality of education. If teachers are required to cope with their demanding role, it is necessary for them to feel good about their job and draw satisfaction from it. According to Nguni, Slegers and Denessen (2006), satisfied teachers tend to be more enthusiastic and willing to invest more time and energy in educating students.

Teachers are the pillars of the society; they act as role-models to the students and help them to have the holistic development, become the potential leaders of the next generation, and shoulder the responsibility of taking their nation a head (Jyoti and Sharma, 2009). Teachers who are satisfied with their job are happy, dedicated, committed, and also bring their best qualities to schools so that students, parents, and the societies may benefit from their services (Ofoegbu, 2004). As showed by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system.

The purpose of this study is to examine Teachers' level of job satisfaction, in three specific areas (salary, social benefits and leadership or supervisory practices). It is assumed that the result of the study will help principals' of the study area in particular and that of Ethiopian principals in particular to identify the level of teachers' job satisfaction in their respective schools and take the necessary measure in order to improve students' performance. To this end, the study attempted to answer the following basic research questions:

1. What is the level of teachers' job satisfaction in relation to salary and social benefits in the selected preparatory schools of East Wolega Zone?
2. What is the degree of teachers' job satisfaction in relation to school leadership and supervision in the target preparatory schools?

## II. RESEARCH DESIGN AND METHODS

This research employed a descriptive research design to get the opinion of respondents in the target secondary schools. The design was selected because it helps to get appropriate and an exact description of the current status of teachers' level of job satisfaction and problems encountered in four selected preparatory schools (Nunu Kumba, Jima Arjo, LekaDulacha and Digaworeda). The descriptive survey design, according to Best and Khan (2003) is concerned with conditions or relationships that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

As far as the research method is concerned, the researcher gathered data by using both quantitative and qualitative method from first hand sources. Using multiple approaches can capitalize on the strengths of each approach and offsets their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson & Woodley, 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). The quantitative data were collected from 65 teachers (33 more experienced and 32 less experienced) through questionnaire and from 8 key informants (4 principals and 4 supervisors) through interview to get qualitative data. The researcher used both questionnaire and interview to triangulate the data obtained and to make the quantitative data rich by additional insights (Coleman, 2012). The results from interview are consolidated and discussed side-by-side with the quantitative data.

## III. RESULTS AND DISCUSSION

Under this section the researcher developed fifteen items to assess teachers' level of job satisfactions. There are five rating scales employed to judge teachers' level of job satisfaction, specifically in three areas (salary, social benefits and leadership or supervision practices). These are 1=very low, 2= low, 3= moderate, 4= high and 5= very high. For the purpose of analysis, the respondents mean results are interpreted as follows: Mean value  $\leq 1.49$  as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and  $\geq 4.50$  as very high. Since individuals are susceptible to change with increase in age (Krosnick&Alwin, 1989), independent sample T-test was employed for comparing the level of job satisfactions of more experienced teachers with that of less-experienced ones. Data related to this are summarized from table 1 to 3 as per the basic questions of the study.

### 2.1. Level of Teachers' Job Satisfaction in Relation to Salary

Teacher respondents were requested to rate their level of job satisfaction in the area of salary using the following six items.

*Table1: Job Satisfactions in Relation to Salary*

No	Items	Experience	N	$\bar{x}$	SD.	T	Df
1	The extent to which your salary improves your commitment	Less Experienced	32	2.22	0.94	.163	63
		More Experienced	33	2.18	0.88		
2	The extent to which your salary matches with your experience	Less Experienced	32	2.13	0.87	.841	63
		More Experienced	33	2.33	1.11		
3	Your level of satisfaction with the present salary	Less Experienced	32	2.47	1.02	-.511	63
		More Experienced	33	2.61	1.14		
4	The extent to which your salary covers all your expenses	Less Experienced	32	2.09	0.86	.270	63
		More Experienced	33	2.15	0.87		
5	Your salary's level of equivalence to the efforts you exert to the job	Less Experienced	32	2.16	1.05	.020	63
		More Experienced	33	2.15	0.87		
6	The strength of salary increment in improving your level of job satisfaction	Less Experienced	32	2.28	1.02	.035	63
		More Experienced	33	2.27	0.94		
Overall		Less Experienced	32	2.41	0.60	.396	63
		More Experienced	33	2.47	0.66		

#### Note

- Less experienced = Teachers having less than 9 years of experience in teaching
- More experienced = Teachers having 9 or more years of experience in teaching

As shown in table 1 above, except item No.3, both groups of teacher respondents rated their level of job satisfaction in relation to salary to be low/below average. When coming to item 3 of table 1, less experienced teachers rated their satisfaction with the present salary to be low while the more experienced teachers rated this item to be above average. The overall mean computational results of both less experienced and more experienced teachers were  $\bar{x} = 2.41$  and  $\bar{x} = 2.47$  respectively, while the independent sample t-test result shows that there is no statistically significant difference between the two sample mean results ( $t_{63} = .0396, p > 0.05$ ). This implies that teachers do not seem to have satisfied with their current salary as an aspect of job satisfaction in the target preparatory schools. As to Symeonidis (2015), in Uganda, teachers earn less than their counterparts with the same qualifications in other professions, for example in the medical department. The case in Ethiopia is also not exceptional. As to the data from interview session, most competent teachers in secondary and preparatory schools of the study zone leave the teaching profession and join other sectors to get better payment and related benefits in other organizations. Symeonidis goes on explaining that job satisfaction, a crucial factor influencing teachers' self-esteem, has declined as a result of job insecurity and salary reductions.

In the interview conducted with them, the school principals reflected that it is not uncommon to hear teachers complaining about their salary in the target preparatory schools. One of the principals (P1) said the following:

*The issue of salary increment is beyond our reach and we do nothing except trying to arrange some fringe benefit for teachers at school level like providing them with residences and forming social committee but these things are more said than done in our school.*

## 2.2. Level of Teachers' Job Satisfaction in the Area of Social Benefits

The following two items and interview results obtained present teachers' job satisfaction in connection with social benefits.

**Table: 2 Teachers' Job Satisfaction Level in Relation to Social Benefits**

<i>Items</i>	<i>Experience</i>	<i>N</i>	$\bar{x}$	<i>SD.</i>	<i>T</i>	<i>df</i>	<i>P</i>
Your level of participation in any social affairs	Less-Experienced	32	3	1.16	1.49	63	<b>.142</b>
	More Experienced	33	2.61	0.97			
Level of recognition given to the teaching profession by the society	Less-Experienced	32	2.31	0.97	-1.27	63	<b>.209</b>
	More Experienced	33	2.44	1.08			
	Less-Experienced	32	2.60	0.85			
<b>Total</b>	More Experienced	33	2.62	0.84	.168	63	<b>.867</b>

As depicted by table 2 item 1, majority of sample respondents of both less experienced ( $\bar{x} = 3$ ;  $SD = 1.16$ ) and more experienced ( $\bar{x} = 2.61$ ;  $SD = 0.97$ ) teachers rated the items above average. Therefore, majority of the teachers perceived that their level of participation in different social affairs is moderate. The t-value ( $t_{63} = 1.49 > 0.05$ ). This shows that statistically, no significant difference between the two groups of respondents on this issue.

Teachers are likely to exert their full efforts with teaching when they perceive that community members recognize and respect their contribution to education. A study conducted by Ngimbudzi (2009) indicated there is significant relationship between teachers' job satisfaction and their social benefits. The current study shows that teachers' level of satisfaction is at the moderate level and school principals in the study are required to put more efforts to boost teachers' participation in social affairs. In the interview conducted, one of the supervisors (S1) explained that teachers devote most of their time to teaching-learning and to their own personal affairs and little time is left for participation in social affairs.

Concerning the level of recognition given to teaching profession by the society, both less and more experiences teachers rated by far below average with mean ( $\bar{x} = 2.44$ ) and ( $\bar{x} = 2.3$ ) respectively, while there was no statistically significant difference between them ( $t_{63} = -1.27; p > 0.05$ ). In short, this finding implies that the recognition level given by the society to the teaching profession in the target preparatory schools (grade 11-12) was found to be below average. In Ethiopia, now a day, it is not uncommon to hear teachers complaining about the mismatch between their salary and the inflation of goods and services from time to time. It is from this ground that teachers and their profession are judged by the society. One of the interviewed school principals (P2) said the following concerning this issue:

*The status given to the teaching profession by the society seems to be low as the society observes teachers' low standard of living. Again, due the teaching burden they have, teachers could not be visible in the society. This resulted in to the extent*

*that teachers and their profession are given low status by the society.*

The district/wereda education offices and school management bodies need to work hard to play their share by promoting teachers' acceptance and status in the society rather than waiting for the federal government alone; because, in one way or another, teachers' perception of their own status and their profession can affect their activities in schools. Jamil (2014) writes that the status of teachers within society and education system, as well as their working environment and professional well-being can be easily identified as the main motives behind the success or failure of the respective educational reform processes.

### 2.3. Level of Satisfaction with School Leadership and Supervision

Table 3 presents teachers' job satisfaction in relation to school leadership and supervision.

Supportive supervision, recognition and the use of appropriate leadership style by principals can affect teachers' performance and satisfaction on their job.

**Table 3. Job Satisfactions in Relation to School Leadership and Supervision**

Items Experience	N	Mean	SD	T	Df	P
Degree to which principals handle teachers impersonally	Less experienced	2.94	1.19	.780	63	.439
	More Experienced	2.73	0.98			
Tendency of the principals to apply different leadership styles based on teachers' behaviors	Less experienced	2.03	1.15	-1.363	63	.178
	More Experienced	2.42	1.17			
Principal' effort in rewarding better performing teachers	Less experienced	2.19	1.15	-1.570	63	.121
	More Experienced	2.61	1.00			
Arrangement of job-related workshops by principals for teachers	Less experienced	2.39	1.21	.659	63	.312
	More Experienced	2.42	0.83			
Degree to which teachers are involved in school supervision programs	Less experienced	2.56	1.11	-.526	63	.601
	More Experienced	2.70	0.95			
The efforts made by principals to be exemplary to teachers in their leadership practices.	Less experienced	2.38	1.16	.430	63	.669
	More Experienced	2.37	0.99			
Level of supervisory support given to teachers by school supervisors	Less experienced	2.47	0.84	-.822	63	.414
	More Experienced	2.67	1.08			
<b>Overall</b>	Less experienced	2.51	0.58	-.573	63	.569
	More Experienced	2.60	0.72			

As illustrated by table 3 item 1, fairness level of principals is perceived to be average by the respondents with the mean computational results of less experienced ( $\bar{x} = 2.94$ ) and that of more experienced teachers ( $\bar{x} = 2.73$ ). There is also no statistically significant difference between the two groups ( $t_{63} = 0.780, p > 0.05$ ). The application of different leadership styles by principals was rated to be below average by both groups. The finding of the study conducted by Nguni, Slegers and Denessen (2006) showed that principals could increase teachers' job satisfaction by using a combination of transformational and transactional leadership style and by following primarily the rational decision-making style. Nevertheless, this item is unanimously rated to be below average by the two groups of respondents and the t-test ( $t_{63} = -1.363, p > 0.05$ ) indicates the inexistence of significant difference between the two groups of respondents. In the interview conducted, one of the supervisors (S2) opined the following:

*Whether teachers are hard-working or not, the leadership style applied by our principals seem to be similar. Sometimes, they tend to favour those who are approaching them well and feeding them rumours, no matter what their level of achievement might be.*

Likewise, Arrangement of job-related workshops by principals for teachers and principals' efforts to be exemplary to teachers in their leadership practices were both rated below average. There was also no statistically significant difference between the respondents on the ideas raised by item No.4 ( $t_{63} = .659, p > 0.05$ ) and item No.6 ( $t_{63} = .430, p > 0.05$ ).

Concerning the degree of involvement of teachers in school supervision, both groups of respondents almost rated items No.5 and 7 to be average, indicating more assignment need to be done in this area also. The ideas of interviewed principals (P3&P4) are summarized as follows:

*We attempted to involve experienced teachers in school supervision starting from planning to its implementation and evaluation but we have not done a lot in this area as we have not participated novice teachers and representatives of students in school supervision program.*

Likewise, the level of supervisory support given to teachers by school supervisors was rated to be below average by the less experienced teachers ( $\bar{x} = 2.47$ ) while this item was perceived to be above average ( $\bar{x} = 2.67$ ) by the more experienced ones, though there is statistically no significant difference between the two groups ( $t_{63} = -.822, p > 0.05$ ). In relation to this issue, the ideas of two interviewed school supervisors (S3&S4) are summarized as follows:

*In our schools, we give technical and professional support equally to both less and more experienced teachers; nevertheless, what we learnt from our experience is that, the novice teachers do not seem to be satisfied with our service. Some of them ask us to give them more time for support compared to the more experienced teachers. In fact, we haven't done that.*

Generally, the overall ratings of teachers' job satisfactions in relation to school leadership and supervision were found to be average for both groups,  $\bar{x} = 2.51$  for less experienced and  $\bar{x} = 2.60$  for more experienced teachers, with statistically no significant difference between the two groups ( $t_{63} = -.573, p > 0.05$ ).

#### **IV. CONCLUSION AND SUGGESTIONS**

The result of the study indicated that teachers do not seem to have satisfied with their current salary as an aspect of job satisfaction in the target preparatory schools. As a result, most competent teachers left their teaching profession and joined other sectors to get better payment and related benefits. Again, teachers devote most of their time to the aching-learning process and to their own personal affairs, leaving little time for participation in social affairs. To this end, the recognition level given by the society to teachers and to the teaching profession in the target preparatory schools (grade 11-12) was found to be below average. Principals are required to increase teachers' job satisfaction by using a combination of leadership styles or by employing different motivational schemes. Nevertheless, this item is unanimously rated to be below average by both groups of respondents. Novice teachers were not specially identified and given professional and technical supports by principals/supervisors in the target preparatory schools. They were rather treated uniformly with those of experienced teachers. As a result, this issue was rated to be below average by the less experienced teachers. Generally, as per the overall data obtained from both quantitative and qualitative sources, teachers' level of job satisfaction in selected preparatory schools was found to be low.

Based on the conclusions made, it is suggested that the target secondary schools should arrange different school based fringe benefits like constructing houses for teachers, forming social committees, etc which allows teachers to support one another. Again, principals are advised to arrange programmes from time to time where teachers and the society come and discuss different issues together so that the society unarguably accepts/respects teachers and their profession. Further, school principals need to assess their leadership and supervision practices from time to time, as these also have their own shares in affecting teachers' job satisfaction.

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