

Exploring Teacher-educators' Job Satisfaction Using Job Descriptive Index

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Abstract

The objective of this study was to investigate teacher-educators' job satisfaction using job descriptive index in four colleges of teachers education found in Oromia. Using cross-sectional survey design qualitative data was collected randomly from 87 study sample. Specifically job descriptive facets (people, work, pay, promotion and supervision) were explored to determine the level of job satisfaction and identify facets responsible for this. Moreover, the influence of age and sex on job satisfaction was examined. The finding indicated medium level of job satisfaction among the teachers across the four colleges. However, all four colleges were not similar in terms of job satisfaction scores. Especially significant difference found between Jimma and Sebeta Colleges of Teachers education. This is mainly attributes to age factors because colleges who had older age people reported high level of job satisfaction scores whereas colleges who had relatively young workforce reported relatively lower level of job satisfaction. Contrary to age gender found to have no effect on teachers job satisfaction. This may be due to the small number of female teachers participated in the study and further study may be required in this respect.

Key-words: Job satisfaction, job descriptive index, teacher-educators

1. BACKGROUND OF THE STUDY

Job satisfaction represents one of the most complex areas facing today's managers when it comes to managing employees (Azri, 2011; Robbins & Judge, 2013). Organization largely exists and sustains if it achieves its objective like enhancing productivity and profitability efficiently and effectively (Dugguh & Dannis 2014; Peters et al 2010). One way of doing this is through sufficient understanding of the causes of job satisfaction and managing them properly to enhance level of satisfaction by removing or mitigating those aspects which cause dissatisfaction so that employees could be more committed to their organization as well as to their work (Daft 2008).

Job satisfaction is one of the most extensively researched topics (Kasim, 2005). Equally its relation with various attitudes such as commitment, motivation, job performance, engagement and productivity has also been subject for scrutiny across diverse fields of study and situations (Warsi, Fatima & Sahibzada, 2009). The subject especially job satisfaction gained huge prominence and attention among the eyes of researcher because it has been considered one of the important variable potentially affecting employees' work performance and productivity (Daft 2008; Robbins & Judge, 2013; Kreitner & Kinicki 2010). Various literatures stated managers' beliefs and conviction that satisfied employees are committed and will do better work.

Leck (cited Austin, 2016) stated that institutions which are excited, committed, and involved with their work help create stimulating, supportive, and challenging environments for students. In short, college environments that sustain faculty are likely to enrich students. As such, faculty job satisfaction warrants investigation by researchers. It is not only important to know teachers' satisfaction with their jobs but also equally crucial to understand the factors that contribute to their satisfaction. Now a day managers of knowledge workers largely depend on job satisfaction to keep motivation and enthusiasm for the organization high (Kreisman, 2002). High motivation and engagement along with organizational commitment is essential to organization like teacher training colleges that largely depend on ideas and creativity of their academic staffs for its success. The significance of this study would be understood from this end.

1.1 Statement of the Problem

Quality of education has been less attention mainly to enhance access for education over the last two or three decades. As a result quality of education has increasingly deteriorating fast (World Bank Country studies, 2005; Tsegabirhan, 2013). Various public and professional conferences were conducted to help iron out the factors affecting it and to find out where the problem lies. Generally shortfall in financing, short supply of textbooks, inadequate qualification and motivation of teachers, inadequate non-salary recurrent expenditures, and weak leadership and management capacity were identified as key challenges facing the education system (GEQIP II, 2013). To address these challenges Education Sector Development Plan IV (ESDP IV 2011-2015) set out strategies aimed at improving the quality of general education. Even though the problem of quality education widely observed at all levels most questions elementary school teachers' skills, training and competence. Indirectly, the finger also pointing to colleges of teachers' education (CTEs) as they are responsible for the training of elementary school teachers. Although the program (ESDP II) spans some years, quality of education remains the challenge and visible improvement has not been seen.

Therefore, it is understood that, behavioral aspects such as teachers' attitude, work motivation and job satisfaction have rarely been the focus. To lead the efforts into fruition the approach need to be comprehensive and address not only competence aspects but also need to consider what affect teachers at work. The aim of this study therefore is to investigate behaviors affecting teachers at work especially by exploring teacher-educators job satisfaction in four colleges of teachers' education in Oromia regional state.

Teachers' job satisfaction is a complex combination of subjective personal perceptions balanced by more objective environmental factors (Leck, 2016). Thus strategies to enhance faculty careers need to address the importance of studying and understanding faculty satisfaction. As such the quality of higher education and the ability of colleges and universities to perform their respective missions is inseparably linked to the quality and commitment of the faculty members. . . . successful teaching and learning cannot be achieved in the absence of institution that is caring, competent, committed (Leck, 2016, p. 15). Literature shows that no industry is as dependent on its human capital for excellence as is higher education. From this we can deduce that understanding teacher-educators' job satisfaction has long lasting and long ranging impacts. Satisfied faculty member is more committed to the organization, is retained at higher levels, and better serves students' needs. Ultimately understanding faculty job satisfaction serves to develop the human capital or workforce and ensures a quality experience for students.

1.2 Objective of the study

General objective;

The main purpose of this study is to investigate job satisfaction among teacher-educators across Colleges of Teachers' Education in Oromia Regional State.

Specific objectives;

- To assess the level of job satisfaction among teacher-educators
- To identify JDI(job descriptive index) facets which more likely influence teachers' job satisfaction..
- To examine the difference in job satisfaction among the teacher-educators based on their respective colleges.

2 LITERATURE REVIEW

2.1. Theoretical Review

2.1.1 Job satisfaction

Job satisfaction has been defined differently by different scholars from different approach. Robins & Judge (2013 p.75) defined job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. This definition represents a combination of positive or negative feelings that individuals or employees have towards their work. Clearly it means a person with a high level of job satisfaction holds positive feelings about his or her job, while a person with a low level holds negative feelings. Hoppock as cited by Aziri (2011) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

Kreitner and Kinicki (2010) defined Job satisfaction as an affective or emotional response toward various facets of one's job. This definition entails that job satisfaction is not a unitary concept therefore a person can be satisfied with one aspect of his/her job and unhappy with one or more other aspects. A more recent definition of job satisfaction was given by Russell and his associates as quoted by Cunningham (2010) as the overall feeling a worker has about their job. According to Azri (2011 p.4) Job satisfaction is a worker's sense of achievement and success on the job that is directly linked to productivity as well as to personal well-being. It implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. When it comes to teachers job satisfaction is described as a multifaceted construct that is critical to teacher retention, teacher commitment, and school effectiveness (Shann, 2001). Despite their difference what is common to all these definitions is the acknowledgement that job satisfaction being the behavior that shapes individuals attitude and perception toward the job in the work place.

2.1.2 Dimensions of job satisfaction

Dimensions of job satisfaction assessment alike its definition has been a contentious issue (Cunningham, 2004; Astrauskaitis, Vaitkevicius & Perminas, 2011). For example, Daft (2008) explained conditions determining people's satisfaction. He stated that employees experience satisfaction when their work matches their needs and interests; when the working condition and rewards (pay) are satisfactory; when they like their coworker and when they have positive relationship with supervisor.

Redmond and Kern (2014) highlighted different representation of job satisfaction concept from organizational and individuals points of view and described numerous aspects of a job that an organization can manage to increase satisfaction in the work place. These are company policy, salary/benefits, and interpersonal/social relations, working conditions, achievement, recognition, autonomy, advancement, job security and work life balance practices. Nevertheless, over many years, job satisfaction has been studied generally from two dimensions: job satisfaction in general (JIG) and facets specific satisfaction which is known as job descriptive index (JDI) which also varies in its own right depending on work environment, situations and even among individuals (Cunningham, 2010).

A. General Job satisfaction

The first and most studied aspect of job satisfaction is general job satisfaction (GJS) which refers to overall employees feeling about their job. Different terms such as global job satisfaction (GJS) and job in general satisfaction (JIG) have been used to refer to general satisfaction. This type of satisfaction does not specifically refer to any facet. In most cases this is a response to a single/double questions like how satisfied are you with your job? The responses falls between the options highly satisfied to highly dissatisfied on a five level likert scale (Robbins & Judge, 2013).

B. Facets specific satisfaction

Job facets satisfaction refers to feelings about specific aspects such as salary and benefits (Robbins & Judge, 2013; Daft, 2008). The result of measuring job satisfaction facets may helpful in identifying which specific aspect requires improvements. It may also aid organization in improving overall job satisfaction or explaining organizational issues such as high turnover and

low commitment. This is more sophisticated method than general job satisfaction. It identifies key elements in a job such as the nature of the work, supervision, present pay, promotion opportunities, and relationships with co-workers. Respondents rate these on a standardized scale, and researchers add the ratings to create an overall job satisfaction score. Various instruments containing different elements have been used to measure facets specific satisfaction. These are; JDI (job satisfaction descriptive index), MSQ (Minnesota satisfaction questionnaire), JSS (job satisfaction survey), JDS (job diagnostic survey), and CTFM (confirmed three facet model) to mention some. But the first two are most popular and frequently used in many researches.

JDI measures job satisfaction in terms of five elements mentioned above with the addition of some elements about general job satisfaction. It can be used as a measurement in different fields such as business, education and health (Astrauskait ,Vaitkevi ius & Perminas, 2011). Similarly MSQ used in many fields and it measures satisfaction on the bases of two main categories ó intrinsic and extrinsic satisfaction. Some instruments like JSS developed from health data and frequently used in research related to health (Luzzi et al, 2005; Peters et al 2010). It contains nine elements; pay promotion, supervision, and work, relation with co-worker, fringe benefits, contingent rewards, operating, and communication. Similarly CTFM was specifically developed for research in education. The method simply measures promotion, supervision, and nature of work (Astrauskait ,Vaitkevi ius & Perminas, 2011; Isim, 2005).

2.1.3 Theories of job satisfaction

When it comes to job satisfaction research five major theories are often noted. These are; two factor (motivator-hygiene) theory, job characteristics model, goal setting theory, dispositional theory and value congruence theory. Herzberg's two factor theory focused on what intrinsic and extrinsic rewards motivated the individual to be satisfied. Motivation factors for workers, categorized as intrinsic variables which include: achievements, recognition, work itself, responsibility, advancement, and growth. Whereas Hygiene factors for workers represent extrinsic variables: company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationship with subordinates, status, and security.

Job characteristics model focused on aspects of work that affected the perception of job satisfaction. Five core dimensions posited in determining satisfaction are skill variety, task identity, task significance, autonomy, and feedback from job. The goal setting theory examined the interest and complexity of the work itself and focused on goal attainment and rewards in relation to satisfaction. Whereas dispositional theory targeted the individual's personality traits as the predictors of job satisfaction. Value congruence theory on the other hand posited the match of values to the organization as leading to job satisfaction. It is correlational approach to job satisfaction.

2.2 Empirical Review

Leck (2016) conducted research to gain an understanding of the levels of job satisfaction of full-time faculty members at a for-profit university. A quantitative design using a positivistic paradigm was used to conduct the study. In this study job satisfaction was measured using the Job Descriptive Index consisting five facets; the work, salary, advancement, administration, and collegial relationships. The findings indicated that administration and collegial relationships

facets found to have the highest scores. To the contrary, salary and advancement subscales recorded the lowest scores. King (2016) examined differential item functioning (DIF) between younger and older workers in the Job Descriptive Index (JDI) by drawing on developmental theories regarding affect and social relationships. He examined whether the JDI items exhibit DIF between older and younger workers. The finding showed partial support for the hypothesis concerning affect-laden items, and items involving social aspects of relationships.

Lootens (2009) researched intrinsic and extrinsic factors that relate to community college faculty job satisfaction. Lootens referenced Herzberg's work on motivators and hygiene factors to discuss the predictor variables (intrinsic and extrinsic factors). Intrinsic factors (motivators) include recognition, the specifics of the work, achievement, responsibility and the possibility of advancement and growth. Extrinsic factors (hygiene) tend to influence dissatisfaction and include benefits, and salary as well as institutional environment. Lootens also noted that Although faculty might be quite satisfied with the intrinsic nature of their work, the environmental conditions within which they must work can lead to dissatisfaction and as such are important to key community college administrators' perspectives on faculty job satisfaction. Kezar (2013) expressed her belief that "The objective environment does impact performance and perceptions of support also shape satisfaction that alters performance. Both are important to higher education meeting its mission of student learning, and both need our attention as researchers" (p. 5). The present study focused on the fact that a supportive environment is really one of social construction.

Watts and Robertson (2011), in their literature review on faculty burnout, found that gender was a predictive variable of burnout with female teachers typically scoring higher on the emotional exhaustion dimension. Unique challenges for female faculty fall in the area of balancing home and work life responsibilities. Seifert & Umbach (2008) also found that women were consistently less satisfied than their male colleagues and that the effect of being female varies by discipline on levels of job satisfaction. In support of the gender and discipline connection of job satisfaction, Kessler et al. (2014) surveyed over 1,000 psychology faculty across 229 academic institutions and found that gender differences in job satisfaction were related to elements of the department in which they taught. Women reported higher levels of job satisfaction if their department was teaching oriented. Kessler et al. suggested that women in their study preferred more socially oriented positions, whereas men preferred more data oriented positions. They determined that both gender and academic discipline appeared to play a significant role in faculty job satisfaction.

2.3 Conceptual Framework

This study employed Hagedorn's (2000) framework which concentrated on the psychology of job satisfaction with some modification. The framework allows for a satisfaction continuum that includes identified points of disengagement, acceptance/tolerance and appreciation as illustrated in the figure below. On the high end of the continuum is job appreciation with active engagement in work. This reflects high job satisfaction which results in appreciation of position and pride in the organization and translates "in a high likelihood of job engagement and productivity" (Hagedorn, 2000, p. 9). On the opposite end of the continuum is disengagement, whereby workers experience very low levels of job satisfaction resulting in active disengagement from work, low or no affinity for the organization, and little or no desire to contribute to the benefit of

the organization. This theory contends that the effects of both the mediators and triggers play significant roles in the satisfaction levels along the continuum.

For the purposes of this research, Hagedorn's framework was slightly modified and significant life events that may or may not be job related were not explored. The focus was given to the impact of specific mediators on job satisfaction with the use of the Job Descriptive Index (JDI) as the measurement instrument. The instrument is an abridged form of JDI 2009 revision obtained through permission from Bowling Green State University. The aJDI/aJIG allows for direct exploration of the following subscales: work, pay, promotion, coworker/people, and supervision.

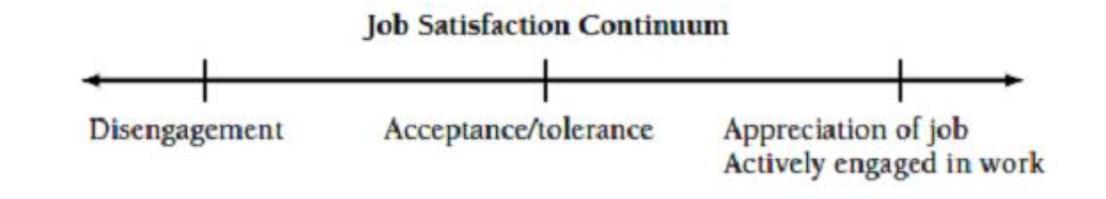


Figure 1: Job satisfaction Continuum (Hagedorn, 2000)

Based on the conceptual framework and literature, this study attempted to answer the following three basic research questions;

1. What is the level of job satisfaction among teacher-educators?
2. Which facets of JDI (work, pay, promotion, coworker and supervision) more likely affect teachers' job satisfaction in colleges of teachers' education?
3. Do teacher-educators in different colleges of teacher education differ in terms of the level of job satisfaction?

3. RESEARCH METHODOLOGY

3.1 Research Design

Cross-sectional survey design was employed in the study. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). Since job satisfaction is one of the important outcome behaviors of people at work, the method chosen is suitable to meet objective of the study.

3.2 Population and Sampling Frame

The population for this study consisted of teacher-educators who came from four colleges of teachers' education (CTEs), namely; Jimma, Mettu, Sebbeta and Shambu. The total numbers of teacher-educators from the four colleges were 222: 70 from Jimma, 65 from Mettu, 56 from Sebbeta and 31 from Shambu. This was the target population of the study.

3.3 Sampling Techniques and Sample Size

In this study multistage sampling technique was used to determine the characteristic of the whole population. First, four colleges were selected systematically from the list of twelve colleges of teachers' education. Then stratified sampling technique was employed to draw proportionate sample from total population. To estimate a sample size, an estimate of the population proportion is also needed beyond the total population of the study. Thus by using the conservative estimate

of 50% of population proportion, at 95 degree confidence level and 5 percent margin of errors the actual sample size or valid sample size computed using Yamane's simplified formula as follows.

$$n = \frac{N}{1+N(e^2)}$$

$$n = \frac{222}{1+222(.05^2)} = 222/1.555 = 142.76$$

Where

n is the required sample size

N is the total population.

e is the margin of error

Therefore, the required minimum sample size calculated was 143 individuals but since the population size is small further reduction or adjustment of the minimum sample size could have little effect on representativeness of the final sample size. Hence further adjustment was calculated as follows.

$$n' = \frac{n}{1 + \frac{n}{N}}$$

$$n' = 143 \div 1.644 = 86.98$$

$$n' = 87$$

Where

n' is the adjusted minimum sample size

n is the minimum sample size

N is the total population.

Finally the adjusted minimum sample size 87 individuals or teacher-educators were determined as a sample size for the study. Based on this final number, proportionate sample randomly drawn from each colleges or strata.

3.4. Method of Data Collection and Measurement

Primary quantitative data was collected from the sample population through standard job satisfaction survey questionnaire distributed in person to all the participants. The instrument measures job satisfaction using two scales: JDI (job descriptive index) and JIG (job in general) scales. The former one measures satisfaction with different facets or aspects of the job situation: the work, pay, promotion, supervision, and relation with people at work. Each aspect comprises of 6 items. The later one, the JIG scale measures overall satisfaction with the job and contains 8 items. Both tools, JDI and JIG which were the 2009 revised scales along with the guideline, were obtained through permission from Bowling Green State University which holds the ownership. Job Descriptive Index (JDI) and the Job in General (JIG) are self-report measures of job satisfaction (JDIJI Quick reference guide, 2009)

Both the JDI and JIG consist of short lists of phrases and adjectives that describe different facets of the job or the job overall. People select "Yes," "No," or "?" in response to each word or short phrase. A "Yes" response means that the adjective or phrase describes the job situation, "No" means that the adjective or phrase does not describe the job situation, and "?" means that the respondent cannot decide. In coding procedure the alternative responses "yes", "no" and "?" were numerically given a code of "2", "0" and "1" respectively. The negatively worded items under each scales reverse coded before analysis. Once the data was cleaned each JDI facet and JIG scored separately. As per the guide line job satisfaction is the combination of both scales. The weighted average value which falls between minimum and maximum value point (0-76)

determine job satisfaction and high scores or values indicate high levels of satisfaction (JDIJIG Guide, 2009).

3.5 Method of Data Analysis

Having cleaned and coded the data, the data was entered into SPSS. Then two major types of analyses were made. Namely, descriptive and inferential statistical tests were run. Descriptive statistical tools such as count/ frequency, percent, weighted average or mean were used to answer descriptive research questions which enquire the level of job satisfaction among teacher-educators and job satisfaction facets that tend to influence job satisfaction. On the other hand inferential statistical tools i.e., one-way analysis of variance was used to answer inferential question. Specifically, one-way ANOVA was used to examine the mean difference between four group of teachers based on their respective colleges.

4. RESULT AND DISCUSSION

4.1 Preliminary analysis

This section was mainly concerned about preparing data for analysis. This was basically cleaning the data by inspecting the data visually for out of range scores and through tables and graphs for outliers. Moreover, this section incorporates response rate; descriptive summary of demographic information, validity and reliability of the instruments used in the study.

4.1.1 Response rate

Among 87 sample populations surveyed 75 returned the questionnaire but only 65 questionnaires: 21, 20, 18 and 6 respectively from Jimma, Mettu, Sebeta and Shambu colleges of teachers' education were deemed eligible and used in the research. Thus, accordingly the response rate computed stands at 75%. Some questionnaires were disregard apparently due to a number of reasons: straight line answers for both negative and positive items of a given facet; missing demographic information; and erroneous and missing responses were among the major ones to mention a few.

4.1.2 Demographic information

As illustrated in the figure below of the total 65 teacher-educators, who participated in the study, only a few about 9%(6) were females while the overriding majority, 91%(59) were males. The number of female participants seems small but actually reflects the bigger picture in terms of their share in colleges of teachers' education in the regional state. The inclusion of 6% in the study is a fair representation by all account because apparently it is difficult to find such numbers in every college.

Table 1: demographic information

		Demographic variables				
		Frequency	Percent	Valid Percent	Cumulative Percent	
Sex	Male	59	90.8	90.8	90.8	90.8
	Female	6	9.2	9.2	9.2	100.0
Age	1 (28-35)	37	56.9	56.9	56.9	56.9
	2 (36-44)	16	24.6	24.6	24.6	81.5
	3 (45-56)	12	18.5	18.5	18.5	100.0
CETs	Jimma	21	32.3	32.3	32.3	32.3
	Mettu	20	30.8	30.8	30.8	63.1
	Sebeta	18	27.7	27.7	27.7	90.8
	Shambu	6	9.2	9.2	9.2	100.0
	Total	65	100.0	100.0	100.0	

When it comes to age, the majority of teacher-educators who constitute 57 % were between 28 ó 35 years of age, 25% were between 36 - 44 years of age while the rest 18.5% were found above 45 years of age. The first two categories constitute about 81.5% of the study population. The data shows that more than half of academic staffs in CTEs were young and below 35 years of age. In terms of where sample came from, the distribution was fair between three colleges except shambu college teachers education contributed relatively small sample.

4.1.3 Reliability and Validity Analysis

Reliability is a measure of internal consistency of the items of instruments used in the study. One of such measure is the Cronbach alpha or alpha coefficient of reliability. Specifically in this study Cronbach's coefficient alpha measures how strongly each of the items in the JDI facet scales and the JIG are related to the other items on their respective scales to test the degree to which the items all measure the same underlying construct(JDIJIG Quick reference guide, 2009). Often alpha coefficients above 0.7 are considered good in terms of internal consistency (Cohen, 2007). Provided that, except for promotion and supervision whose alpha coefficients (0.528 & 0.546) are well below the required point, alphas for the other JDI subscales people, work and pay showed good internal consistency with alpha coefficient of reliability 0.869, 0.749 and 0.788 respectively. Similarly, Cronbach alpha coefficient of reliability for JIG is 0.777 indicating good reliability as well.

Table 2: JDI facets correlation matrix

		Correlations							
JDI Facets	N of Items	Alpha	1	2	3	4	5	6	
Pearson	1.People	6	0.869	—					
	2.Work	6	0.749	0.149	—				
	3.Pay	6	0.788	0.061	.299*	—			
	4.Promotion	6	0.528	0.044	0.242	0.204	—		
	5.Supervision	6	0.546	0.198	.522**	.245*	0.244	—	
	6.JIG	8	0.777	0.237	.635**	.456**	.318**	.407**	—

* $P < 0.05$

N=65

Each facet of job descriptive index (JDI) and job in general (JIG) should measure different aspects of job satisfaction to maintain validity (JDIJIG Quick reference guide, 2009). The above correlation matrix among JDI facets and JIG basically meant to show this. According to JDIJIG Quick reference guide revised 2009 no facet of the JDI correlates above .50 with any other facet to be distinct from the rest. The guide further noted that JIG is highly correlated with work facet but that even should not exceed 0.8. Hence, no observation of correlation coefficient among JDI facets and JIG in the above table breaks these assumptions. Therefore, each facet is distinct from one another and JIG as well. In other word, the tools are found valid.

4.2 Descriptive Statistical Analysis

The following summary statistics table illustrates teachers' satisfaction with different aspects of the job (JDI) and their overall job satisfaction which was measured through JIG scale. JDI adheres to the idea that overall job satisfaction is not simply the sum of different aspects of a job (JDI guide 2009). In the table the minimum and maximum scores for each JDI facets falls between 0 - 60 and between 0 - 16 for JIG. The higher value or scores indicate higher satisfaction (see coding procedure under previous chapter). Therefore, with regard to JDI facets 39(60%) teacher-educators recorded weighted average score above mid-point (Median=32) which often taken as a benchmark while the rest 26(40%) recorded scores below the mid mark indicating their dissatisfaction with different aspects of the job. Generally, the level of job satisfaction with JDI facets was average among the teachers. However, the level of overall job satisfaction (JIG) among the teachers was much better because almost 80% of the people scored weighted average value of 11 and above.

Table 3: Descriptive statistics

		Statistics		
		JIG	JDI	Job satisfaction
N	Valid	65	65	65
	Missing	0	0	0
Mean		10.69	31.48	42.17
Median		11	32	42
Std. Deviation		4.37	10	13.56
Minimum		0	0	0
Maximum		16	52	68

Total job satisfaction among the teachers illustrated by the statistics in the third row in the table above. This was the amalgam of JDI and JIG scores. The range of the score falls between 0 -68 with high value similarly indicating high satisfaction. By using the median value 42 as a benchmark, we can say alike satisfaction with different aspects of the job, the level of total job satisfaction among the teachers was average. Slightly more people, about 54% reported job satisfaction scores above the mid-point (median=42) while total job satisfaction scores for 46% of the people falls below mid-point. The data was normally distributed since the mean (42.17) and median (42) values are almost the same.

To be more specific, almost 22% of teacher-educators observed to have low level of job satisfaction by scoring weighted average value between 0 ó 33, 52% found to have medium level of job satisfaction (weighted average 34 ó 50), and the rest 26% of the teachers observed to have higher level of job satisfaction (weighted average 51 ó 68). But in general the level of job satisfaction among teacher-educators was medium (Mean=42, SD=13) and based on the job satisfaction continuum framework it is in tolerance or acceptable territory.

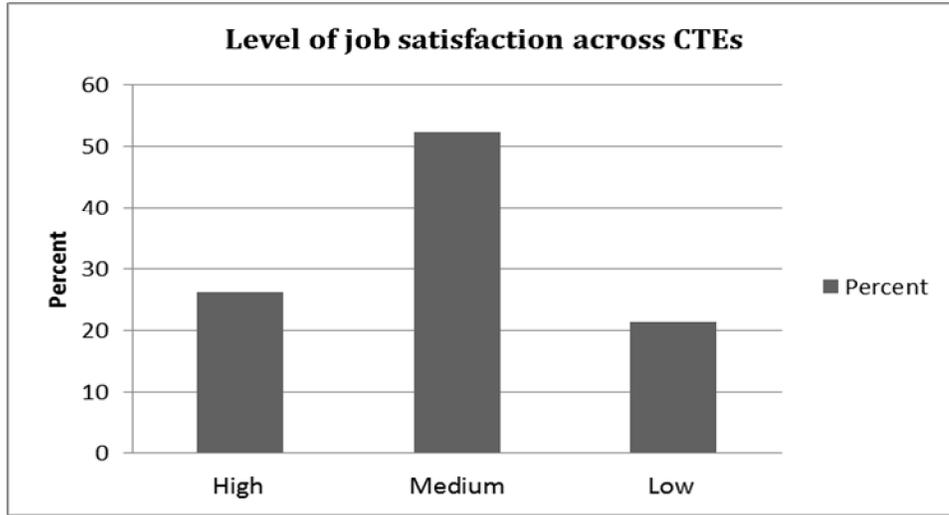


Figure 2: level of job satisfaction

However, the scores vary across CTEs. Therefore, based on the statistics, among the respondents who reported to have high job satisfaction almost half about 12.3% came from Sebeta Teachers College. To the contrary, among all the people who have scored low job satisfaction more than half (21.5%) come from Jimma Teachers College in terms of demographics. Thus, comparatively more people(12.3%) in Jimma CTE were dissatisfied with their job in comparison with the rest of the colleges. Correspondingly, very few people in the college reported to have high job satisfaction. Medium level of job satisfaction observed among most teachers (20%) in Mettu CTE. The next section(4.3) which is inferential statistics attempted to analyse whether these difference were statistically significance.

Among JDI facets promotion, with the least mean value(Mean=3.25) from the range of 0 ó 12, was by far the most likely driving force in determining job satisfaction among teachers irrespective of the CTEs they belong to followed by supervision to a lesser degree(Mean=4.95). Scores for the other facets; people, work and pay were above the midpoint (6) or average as illustrated in the figure below.

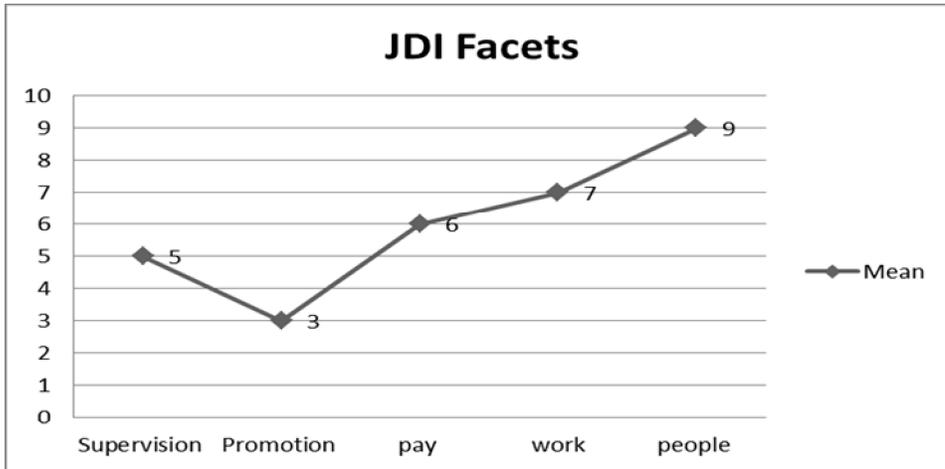


Figure 3: JDI Facets

The analysis and interpretation so far answered the first two basic research questions which enquired the level of job satisfaction among the teachers and JDI facet having greater influence on teachers' job satisfaction.

4.3 Inferential Statistical Analysis

One-way analysis of variance with post hoc tests was used as statistical tools to analyze the data. It used to examine if job satisfaction score among teacher-educators differs based on their respective colleges.

4.3.1 One-way analysis of variance

One-way analysis of variance involves one independent variable (referred to as a factor), which has a number of different levels with a continuous dependent variable. Here CTEs and scores on job satisfaction scale used as a case in point. Analysis of variance compares the variance (variability in scores) between the different groups (believed to be due to the independent variable) with the variability within each of the groups (believed to be due to chance).

An F ratio represents the variance between the groups, divided by the variance within the groups. A large F ratio indicates that there is more variability between the groups (caused by the independent variable) than there is within each group (referred to as the error term) (Pallant, 2005).

Table 4: analyses of variance

ANOVA					
Job satisfaction	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1425.78	3	475.261	2.799	0.047
Within Groups	10357.4	61	169.793		
Total	11783.1	64			

The analysis of variance in the above table illustrate that the overall mean difference among teacher-educators in different CTEs was statistically significant at $p < 0.05$, [$F(3, 61) = 2.799, P = .047$]. Even though, the F value is small and corresponding p value is large, the actual difference between the group was found to have substantial effect (eta square= 0.12). According to Cohen's classification cited in Pallant (2005:219) 0.01 classified as a small effect, 0.06 as a medium effect and 0.14 as a large effect. Thus 0.12 is substantial as it lies between medium and large effect.

Post hoc tests

The post-hoc tests conducted found out that notable difference lies between Jimma and Sebeta Colleges of Teachers Education. Based on this, the multiple comparison statistics below illustrates the mean difference between Jimma (M=38.14, SD=11.31) and Sebeta (M=49.5, SD=10.86) was statistically significant ($p=0.042$) at $p < 0.05$ while the mean difference between the other groups were fairly statistically not different from one another. The multiple comparison table below illustrates the case in point and shows between whom the difference lies.

Table 5: multiple comparisons

Multiple Comparisons						
Dependent Variable: Job satisfaction						
Tukey HSD						
(I) college	(J) college	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Jimma	Mettu	-2.807	4.071	0.901	-13.56	7.95
	Sebeta	-11.357*	4.185	0.042	-22.41	-0.3
	Shambu	-0.19	6.032	1	-16.12	15.74
Mettu	Jimma	2.807	4.071	0.901	-7.95	13.56
	Sebeta	-8.55	4.234	0.192	-19.73	2.63
	Shambu	2.617	6.065	0.973	-13.4	18.64
Sebeta	Jimma	11.357*	4.185	0.042	0.3	22.41
	Mettu	8.55	4.234	0.192	-2.63	19.73
	Shambu	11.167	6.143	0.275	-5.06	27.39
Shambu	Jimma	0.19	6.032	1	-15.74	16.12
	Mettu	-2.617	6.065	0.973	-18.64	13.4
	Sebeta	-11.167	6.143	0.275	-27.39	5.06

*. The mean difference is significant at the 0.05 level.

In summary one-way between-groups analysis of variance was conducted to explore if the level of job satisfaction among the teachers differs based on their respective colleges. Subjects were divided into four groups based on the CTEs they belong (Group 1: Jimma; Group 2: Mettu; Group 3: Sebeta and Group 4: Shambu). There was a statistically significant difference at the $p < .05$ level in job satisfaction scores among the four colleges [$F(3, 61) = 2.799, P = .047$]. The actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .12. Post-hoc comparisons using the Tukey HSD test indicated that the

mean score for Group 1, Jimma (M=38.14, SD=11.31) was significantly different from Group 3 Sebeta (M=49.5, SD=10.86). The other two groups; Group 2(M=40.95, SD=12.21) and 4 (M=38.33, SD=24.33) did not differ significantly neither from group 1 nor 3.

4.4 Discussion of the Result

The study attempted to answer four but related research questions. The first research question enquired the level of job satisfaction among teacher-educators. Thus the findings indicated that in general the level of job satisfaction among teacher-educators was medium (Mean=42, SD=13) in the minimum and maximum range 0 ó 68. Based on the job satisfaction continuum framework of Hagedorn (2000), this falls in tolerance or acceptable territory (see section 2.3). Among JDI facets promotion, with the least mean value(Mean=3.25, SD=) from the range of 0 ó 12, was by far the most likely driving force in determining job satisfaction among teachers followed by supervision to a lesser degree(Mean=4.95, SD=). Since promotion and supervision are administrative aspects of the job environment influences job satisfaction among teachers. The finding is contrary with that of Leck (2016) who found high scores for administration and collegial relationships facets. However, the finding is similar in terms of advancement subscale as both studies found lowest scores for the facet. The finding lends support for that of Lootens(2009) who suggested that the environmental conditions within which teachers work can lead to dissatisfaction. This also answers the second research questions which attempted to identify or explore JDI facets that influence job satisfaction among teachers.

The third research question enquired or examined whether the level of job satisfaction among teachers was statistically significantly different based on the college they came from. The finding shows that teachers were statistically significantly different at the $p < .05$ level in job satisfaction scores among the four colleges [F (3 61) =2.799, P= .047]. However the actual difference in mean scores was quite small. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1, Jimma (M=38.14, SD=11.31) was significantly different from Group 3 Sebeta (M=49.5, SD=10.86). The other two groups Shambu and Mettu did not differ significantly neither from Jimma nor Sebeta.

5. CONCLUSION AND RECOMMENDATION

The study investigated teacher-educators' job satisfaction using job descriptive index in four colleges of teachers education found in Oromia. Irrespective of the college the study found medium level of job satisfaction across the four colleges. The majority of the teachers about 78% reported to have job satisfaction score above average. This is mainly has to do with intrinsic factors. Administrative factors such as promotion and supervision were the driving force in affecting job satisfaction among teachers. However, all four colleges were not similar in terms of job satisfaction scores. Especially significant difference found between Jimma and Sebeta Colleges of Teachers education. This may mainly attributes to age factors because colleges who had older age people reported high level job satisfaction whereas colleges who had relatively young workforce reported relatively lower level of job satisfaction. To enhance teacher-educators level of job satisfaction administrative aspects of the work such as promotion and supervision should be the focus area for management. Supervision should the work but could not be source of frustration.

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