

Major Barriers Affecting Teacher's Job Satisfaction in Addis Ababa: A Comparative Facility Based Study from Government and Private Secondary Schools from Arada Sub-City, , Ethiopia

Messeret Assefa* and Jemal Haidar**

Abstract

There are plenty of evidences showing that when teachers are dissatisfied or do not have the necessary pedagogical expertise, students learn very little and quality of education will be compromised. This is particularly true of secondary school education when students are not yet at the stage of learning on their own. Quantitative and qualitative approaches were used to collect data from two randomly selected government and two private secondary schools in *Arada* sub –city, Addis Ababa. The study was carried out in between January, 2016 up to April 2017. Four aspects known to contribute to job satisfactions that included salary, fringe benefits, social status and working conditions were collected through a questionnaire administered to 195 government and private secondary school teachers and were compared. The study uncovered that working conditions (human relationship and physical facilities) were seen as the major dissatisfying elements followed by salary though no significant differences were found between responses from government compared to private secondary schools. This implies that there is difference in the job-satisfaction of teachers in the private and government schools thereby affecting the level of educational quality due to the respective category of schools and thus it is necessary to address these issues to bring a better teacher job satisfaction.

Keywords: Teacher Job Satisfaction, Salary, Social Status, Fringe Benefit, Working Condition

- * Messeret Assefa (PhD) (Associate Professor) College of Education and Behavioral Studies, Department of Curriculum and Instruction, Addis Abba University, Ethiopia
- ** Jemal Haidar (Professor) College of Health Science, School of Public Health, Addis Abba University, Ethiopia