

Job Satisfaction and Motivation to Teach among Lower and Upper Secondary School In-Service Physics Teachers

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Abstract

The study intends to determine secondary physics teachers' job satisfaction and motivation to teach levels. Job satisfaction and motivation scales were used to collect data. Participants were 30 lower secondary and 38 upper secondary physics teachers. Data analysis revealed that Teachers' motivation level was between amotivation and motivation. There was significant ($p=0.02<0.05$) mean motivation difference between the groups. Upper secondary teachers were more satisfied and motivated compare to lower secondary physics teachers in their evaluation and promotion system and motivation respectively. Both groups were neither satisfied nor dissatisfied with recognition, management system, and students' learning. They were dissatisfied with benefits and availability of school facilities and resources. The satisfaction rankings of facets show similar pattern for both groups. The correlation between job satisfaction and motivation to teach is significant for both groups ($r = 0.36; 0.00 < 0.05$). Benefits, Recognition, Evaluation, and Promotion System are significantly correlated with motivation to teach. One-way ANOVA showed that there are significant mean differences between age groups regarding motivation to teach physics, benefits, recognition, and evaluation and promotion system. There are insignificant mean differences between male and female students for all job satisfaction facets and motivation. Evaluation and promotion system is the only significant mean difference between service year categories. The study suggests that all concerned stakeholders address causes of job dissatisfaction, demotivation and amotivation.

Key words: Job Satisfaction, Motivation to Teach, Secondary School Physics Teachers

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