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The Effect of School Climate on Teachers' Job Satisfaction in Government Secondary Schools of Hawassa City Administration

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Abstract:

The purpose of this study was to examine the effect of school climate on teachers' job satisfaction in government secondary schools of Hawassa city Administration. Descriptive survey research method was used. Data were collected from six secondary schools teachers and principals using the OCDQ-RS, the Minnesota Satisfaction Questionnaire (MSQ) and questionnaires prepared by the researchers' that is related to students behaviour, school physical facility and teachers teaching load. The research findings indicated that school climate variables are significantly related with teachers' job satisfaction. The findings also indicate that job dissatisfaction was associated with students' misbehaviour (acting up) and lack of interest, a decline in teachers' respect and status. The study also reveal that Supportive behaviour have positive relation with job satisfaction. It is further recommended that supportive and professional interaction and close personal relations among teachers increase their job satisfaction and it must be maintained strongly by school principals, city administration education department and regional education bureau.

Keywords: School climate, job satisfaction, minnesota satisfaction questions (MSQ), organizational climate description questionnaire-RS (OCDQ-RS), supportive principal behaviour, supportive behaviour, government secondary schools

1. Background of the Study

It is essential to bear in mind that sustainable launching of effective learning and teaching situation at school entails concerted efforts from all bodies concerned. Besides other things, it calls for the dedication of policy makers, administrators, teachers, parents and the students themselves. In addition to these, effective education involves the wider sections of society. It demands the availability of proper facilities and spaces, provision of trained manpower and assignment of qualified and other supportive staff. Even if each of these plays a very important role in realizing effective education, providing conducive learning environments in schools hinges in particular upon the skills, knowledge, determination and commitment the teachers demonstrate (Tekleselassie, 2005).

Teachers are the most indispensable resources in schools. They play the most crucial part in bringing about any change (eg. educational reforms) needed in schools. The professional quality of teachers, their dedication to, their contentment with and motivation towards their teaching operation are the decisive variables for students to derive benefit from the education system (Jyoti & Sharma, 2009). Deriving enjoyment from teaching profession has an inevitable virtue for it has a very important consequence. As indicated by Jaiyeoba and Jibril (2008), teachers who are proud of and are interested in their profession are blood and flesh in any educational system. The success or failure of any educational system is not only mainly ascribed to the absence or presence of these qualities by teachers but also the same by school managers. Teachers, especially, spend a lot of time with their students in class and thus they have considerable influence on their students' academic performance (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009).

Even though school effectiveness is a result of multiple variables, teacher's job satisfaction is one of the key determinant factors and is generally considered as a primary dependent variable in terms of effectiveness of the performance. For example, a teacher, who is happy with his job related variables, plays a significant role in the effectiveness of the school where as an unsatisfied teacher can become irritable and may create tensions and anxiety which can affect the overall performance of the school. If a teacher is well-adjusted and satisfied, he/she can contribute a lot to the well-being of his/ her students (Turner, 2007).

Teachers' job satisfaction has an important role regarding their being effective in their profession and delivery of quality education. Chang and Tickle, (2010) asserts that teacher job satisfaction is a harbinger of teachers' stay with the profession, a determining factor of teacher dedication and a contributor to school programmes. The teachers' entire career satisfaction in general and satisfaction with their jobs, in particular are the vital factors in sustaining quality teaching and qualified and motivated individuals in the teaching profession (Turner, 2007). Woods and Weasmer (2004) claim that teacher satisfaction scales down attrition rates, fosters collegiality between and among supervisors, teachers, students, and parents, and enhances job performance and has a positive impact on student academic achievement. Teachers who are satisfied with their profession are the ones who are committed and motivated to discharge what is expected of them. According to Johnson

(2006), teachers who are motivated and satisfied with their teaching enterprise make undeniably significant contribution towards the prevalence of a positive academic environment and thereby heralding a high premium, among others, maintenance of a quality in education system. Teachers who are interested in their profession are more likely to motivate their students to learn in class and ensure the implementation of educational reforms and progressive legislation and this conducive situation will ultimately bring about feelings of satisfaction and fulfillment (Conboy& De Jesus 2001).

The educational sector in Ethiopia, at all levels, is confronted with lack of quality, pursuant to the study carried out by the Study into Teacher Utilisation in the Regions of Ethiopia (STURE) Report (in Centre for British Teachers, 2008). The study shows that there has been a declining quality in the education system on account of the rapid increase in student population admitted into all educational sectors, among others.

This situation triggers off one very important question: What are the factors attributing to the declining quality in education? There are several factors responsible for this degeneration of quality in education. These are the poor standard of individuals entering the teaching operation, the escalating teacher turnover, the low proportion of qualified teachers, low service delivery in the educational institutions as well as adverse factors such as de-motivation, low teacher morale and commitment, and teachers' unwelcoming working environment (Solomon, 2014;Abdo, 2000; Centre for British Teachers & Voluntary Services Overseas [CfBT& VSO], 2008; Voluntary Services Overseas [VSO], 2008). While several factors have been identified as contributors to the poor performance of education in Ethiopia, the problem has, to a great degree, been attributable to the low respect for and the low social standing of teachers, inadequate salaries, weak education reform, the poor standard of teachers' living condition, student behaviour along with failing management and leadership.(Evans, 2000; VSO,2008).When teachers are demotivated or experience low job satisfaction, this will lead to higher teacher attrition rates, which will, in turn, prove tantamount to having a direct adverse impact on the quality of education, in other words, the higher the attrition rates of teacher, the lower the quality of education (Chang and Tickle, 2010).

Different scholars give different definition for climate in general and school climate in particular. For example, Schneider (1990) defined *Climate* as the perception of formal and informal organizational policies, practices, and procedures. Climate was conceived as a general concept to express the enduring quality of organizational life. Even though there is no one universally agreed-upon definition of school climate, practitioners and researchers use a range of definitions. For instance, Adeogun and Olisaemeka, (2011), defined school climate as overall measure of school's characteristic, which includes relationships between parents, teachers and administrators, as well as the physical facilities on ground. They go on saying that it could be seen as the overall interaction resulting from human relationships with each other and with the physical plants in the school environment. Tubbs and Garner, (2008) also defined school climate as the social system (which may be the formal and informal), interaction between and among individuals and groups. These interactions may be principal-teacher communication, participation of staff in decision making, students' involvement in decision-making, collegiality, and teacher-student relationships.

The health of school climate depends on the interactions between and amongst the human and material entities. Climate is indicative of how well the organization is realizing its full potential. The knowledge of school climate assists the identification of unnecessary obstacles to employees contributing their best (LDR 2002). School climate has been reported to have a direct relationship with teachers' job satisfaction. Thus, it is better to identify the factors that constitute healthy school climate. The healthy school climate ensures better productivity and job satisfaction (Adeogun & Olisaemeka, 2011).Therefore, it is of vital importance to principals, policy makers and education leaders at different level to measure organizational climate factors that affect employees' satisfaction in order to create a climate healthy.

In order to measure school climate in this study, the Organizational Climate Description for Secondary Schools (OCDQ-RS) instrument, developed by Hoy, Tarter and Kottkamp(1991), was used. The instrument has four subsections which include: supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior were dimensions of school climate.

Supportive principal behavior is characterized by the administrator's role in facilitation and interaction toward employees. A school with a high level of supportive principal behavior has a principal who is helpful, concerned, and motivating. This principal sets the example of hard work and dedication as constructive criticism is used to make improvements around the school (Hoy et al., 1991).

Directive principal behavior is rigid and domineering leadership. In this style of leadership, the principal is overly involved with all teachers and school activities. This style of leadership has been called ruling with an iron fist or micromanaging. Managing an organization with this method typically leads to a closed school or one with a poor climate. Directive principal behavior identifies the authoritative leadership style and the participative approach is the collaborative or democratic style of leadership. Teachers who provide and receive contingent rewards, and who are in an atmosphere of inspired group purpose, will have greater efficacy (Hipp, 1996).

Engaged teacher behavior describes a faculty with high morale characterized by a supporting and caring faculty. A school with a high level of engaged teacher behavior will have teachers who work with pride, are friendly with students, and make extra time to help students with individual problems. Engaged teacher behavior defines a faculty in which teachers are committed to student success; enjoy their jobs, and support colleagues and students (Hoy & Miskel, 1996).

Sweetland and Hoy (2000) found characteristics leading to frustrated teacher behavior include frustration due to nonteaching duties and discouragement associated with paperwork. These characteristics lead to a lower school climate. Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. To effectively manage the group, the manager must develop cooperation and team spirit that will progressively increase group freedom. Regarding the roles of teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated within increased job satisfaction for school personnel.

From the above mentioned points and rich experience of the researchers, most of the teachers in Ethiopia do not like to continue in the teaching profession. Teachers always search for other opportunities and transfer to other organizations. That is why the researcher wants to assess the effect of school climate on teachers' job satisfaction in government secondary schools of Hawassa city administration.

The researchers would, therefore, attempt to answer the following basic research questions.

- i. Do students-teachers interaction have effect on teachers' job satisfaction?
- ii. What is the impact of school climate on teachers' job satisfaction?

- iii. What are the teachers' related behaviors affecting job satisfaction?
- iv. What is the relationship of school principals' behavior with teachers' job satisfaction?

2. Research Methodology

The descriptive survey method was employed. All the government secondary schools in Hawassa city except one school that was selected for the pilot study were included in the study. The respondents were teachers and principals in these schools and teachers were selected using simple random sampling techniques. Data were collected from six secondary schools teachers and principals using the OCDQ-RS, the Minnesota Satisfaction Questionnaire (MSQ) and some questions on students behavior, on school physical facility and on teachers' teaching load that were developed by the researchers.

In the questionnaire 18 items which related to teachers' job satisfaction was designed in a 5-point Likert type scale which ranges from (scored as 1= strongly disagree, 5= strongly agree). And the other 30 questions from (Organizational climate Description Questionnaire) was related to school climate which were rated similarly as the first scale. six items which measures students' behavior were rated from (scored 1= Never, 5= Very frequently)., 7 items which were related to teachers' workload were rated from (1= strongly disagree to 5= strongly agree). Finally 7 questions were included to measure the status of school physical facilities and student teacher interaction rated in ranges from (1= very poor to 4= very good).

The total number of respondents who were involved in this study was 100 teachers who were randomly selected and six principals from six government secondary schools of Hawassa City administration. However, 10 respondents (teachers) questionnaire missed because of poor handling and 90(90%) were collected properly.

2.1. Relation between Teachers' Job Satisfaction and School Climate

In this section the correlation of school climate dimensions with teachers' job satisfaction is presented.

		Teachers job satisfaction	Intrinsic job satisfaction	Extrinsic job satisfaction
Student teacher interaction	Pearson Correlation	.475**	.342**	.397**
	Sig. (2-tailed)	.000	.001	.000
	N	90	90	90
Teachers workload	Pearson Correlation	.087**	.137**	.019**
	Sig. (2-tailed)	.001	.007	.001
	N	90	90	90
Condition of physical facility	Pearson Correlation	.390**	-.002	.454**
	Sig. (2-tailed)	.000	.987	.000
	N	90	90	90
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 1: The bivariate correlation analysis of Student teacher interaction, teachers workload and condition of physical facility with job satisfaction

From the table shown above the estimated correlation coefficients of student teacher interaction with teachers' job satisfaction, intrinsic job satisfaction and extrinsic job satisfaction are 0.475, 0.342 and 0.397 respectively which are positive and significant at 0.01 level of significance. This implies that student teacher interaction have a positive direct relationships with Teachers job satisfaction (i.e., a good relationship between teachers with their students can be taken as a sign of teachers satisfaction in their job). Similarly Shann (2001) found that teachers derived their job satisfaction from the relationship they had with their pupils and thus this factor was ranked higher than the rest of the job facets, so that the research question stated as Do students teachers interaction have effect on teachers' job satisfaction in government secondary schools of Hawassa City Administration can be answered that there is positive relationship. And also Gunbayi, (2007) confirmed that a sense of control in the classroom and positive relationships with students and other staff lead to teachers' job satisfaction.

Similarly, the estimated correlation coefficients for condition of school physical facility between teachers' job satisfaction and extrinsic job satisfaction are 0.390 and 0.454 significant at 0.01 levels of significance. This implies that school physical facility with teachers' job satisfaction has a positive relationship. The coefficient of determination between two variables means that only 23% of the variance of teachers' job satisfaction is accounted for by the school physical facilities, so that for the research question stated as what is the relationship between school facility and teachers' job satisfaction is positive. This means that school facilities (work environment) has a positive impact on teachers' job satisfaction.

The estimated correlation coefficient for teachers' workload with teachers' job satisfaction is found to be significant for this study and it shows that the relation is weak. This means that teachers' workload can have a positive impact on their job satisfaction. Skaalvik and Skaalvik (2010) in their study found that there is weak and direct relationship between workload and job satisfactions. But also they reported that unexpected result was that, when controlled for self-efficiency and burn out high time pressure was predictive of high job satisfaction.

2.2. The Correlation of PB, SPB and DPB with JS

		Teachers job satisfaction	Intrinsic job satisfaction	Extrinsic job satisfaction
Principal behavior	Pearson Correlation	.331**	.062	.334**
	Sig. (2-tailed)	.001	.561	.001
	N	90	90	90
Supportive principal behavior	Pearson Correlation	.475**	.064	.484**
	Sig. (2-tailed)	.000	.546	.000
	N	90	90	90
Directive principal behavior	Pearson Correlation	-.113	.012	-.120
	Sig. (2-tailed)	.287	.908	.262
	N	90	90	90

Table 2: The Correlations analysis of job satisfactions with respect to Principal behavior

From the table.2 shown above the estimated correlation coefficients of principal behavior with teachers' job satisfaction and extrinsic job satisfaction are 0.331 and 0.334 respectively, with a p-value of 0.001 which is significant at 0.01 levels. This implies that the principal behavior and supportive principal behavior have a direct relationship with teachers' job satisfaction, especially extrinsic teachers' job satisfaction (i.e., the increase of the one variable increases the other variables). In supporting these findings Hoy et al. (1991), reported that supportive principal behavior is characterized by the administrator's role in facilitation and interaction toward employees. A school with a high level of supportive principal behavior has a principal who is helpful, concerned, and motivating. This principal sets the example of hard work and dedication as constructive criticism is used to make improvements around the school.

Similarly the estimated correlation coefficients for supportive principal behavior with teachers' job satisfaction and Extrinsic job satisfaction are 0.475 and 0.484 significant at 0.01 level, while the estimated correlation coefficient for Directive principal behavior with teachers' job satisfaction is negatively correlated but fail to be significant at 0.01 level. The coefficient of determination between two variables means that only 11% of variance of teachers' job satisfaction is accounted for by the principal behavior, so that the research question stated as what is the relationship between principal behavior and teachers' job satisfaction was answered as positive. This shows that principal behavior has a positive impact on teachers' job satisfaction.

2.2.1. The Correlation of TB, ETB, FTB and ITB with JS

		Teachers job satisfaction	Intrinsic job satisfaction	Extrinsic job satisfaction
Engaged teacher behavior	Pearson Correlation	.635**	.245*	.630**
	Sig. (2-tailed)	.000	.020	.000
	N	90	90	90
Frustrated teacher behavior	Pearson Correlation	-.173	.067	-.233*
	Sig. (2-tailed)	.103	.529	.027
	N	90	90	90
Intimate teacher behavior	Pearson Correlation	.470**	.277**	.418**
	Sig. (2-tailed)	.000	.008	.000
	N	90	90	90
Teacher behavior	Pearson Correlation	.497**	.289**	.447**
	Sig. (2-tailed)	.000	.006	.000
	N	90	90	90
** Correlation is significant at the 0.01 level (2-tailed).				
** Correlation is significant at the 0.05 level (2-tailed).				

Table 3: The correlation of Teachers behavior with respect to job satisfactions

From the Table 3 shown above the estimated correlation coefficients of Engaged teacher behavior with Teachers job satisfaction, intrinsic job satisfaction and extrinsic job satisfaction are 0.635, 0.245 and 0.630 respectively which is significant at 0.01 levels. This shows engaged teacher behavior has positive and moderate relationships with teachers' job satisfaction. Engaged teacher behavior describes a faculty with high morale characterized by a supporting and caring faculty. A school with a high level of engaged teacher behavior will have teachers who work with pride, are friendly with students, and make extra time to help students with individual problems. Engaged teacher behavior defines a school in which teachers are committed to student success, enjoy their jobs, and support colleagues and students (Hoy & Miskel, 1996). And also Baughman (1996) found that "engaged Teacher Behavior" is the most significant factor in job satisfaction. This sort of behavior "creates an environment where there is high morale, supportive staff and trust and friendship among faculty.

Similarly the estimated correlation coefficients of Intimate teacher behavior and Teacher behavior are positive and significant linear association with each level of teachers job satisfactions. Intimate teacher behavior identifies the teacher behaviors that lead to a strong school climate. These behaviors are characterized by a faculty with a strong and cohesive network of social relations. Schools with strong intimate teacher behavior have teachers who are close friends and socialize outside of school hours.

The estimated correlation coefficient between frustrated teacher behavior and extrinsic job satisfaction has a significant and indirect relationship and negatively correlated. Sweetland and Hoy (2000) found characteristics leading to frustrated teacher behaviour includes

frustration due to non-teaching duties and discouragement associated with paperwork. These characteristics lead to a lower school climate. Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. From this it is possible to conclude that teachers related factors or behaviors are affecting their job satisfaction.

2.2.2. The Relation between School Climate Variables and JS

		Teachers job Satisfaction	Intrinsic job Satisfaction	Extrinsic job Satisfaction
school climate	Pearson Correlation	.477**	.224*	.446**
	Sig. (2-tailed)	.000	.036	.000
	N	90	90	90
** Correlation is significant at the 0.01 level (2-tailed).				
** Correlation is significant at the 0.05 level (2-tailed).				

Table 4: The relation between school climate variables and jobs satisfaction

From the table shown above the estimated Pearson correlation coefficients of school climate among Teachers job satisfaction, intrinsic job satisfaction and extrinsic job satisfaction are 0.477, 0.224 and 0.446 respectively, which are significant at 99% and 95% level and we can say that the school climate has a direct relationships with Teachers job satisfaction or conditions created in the workplace affect teachers job satisfaction positively.

From this study, it is believed that school climate is one of the most important factors that affect teachers' job satisfaction and also it answered the research question. In support of this finding Turner, (2007) suggested that school climate has a profound impact on teachers' job satisfaction. He said naturally, how safe teachers feel, how connected they are to the school, how satisfying their relationships are with students and fellow adults all powerfully color how they feel about teaching in a given school. Regarding the roles of teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated within increased job satisfaction for school personnel.

2.2.3. The Coefficient of Correlation and Determination of School Climate Variables and JS

		Pearson correlation	Coefficient of determination
Student teacher interaction		.475**	23%
	Sig. (2-tailed)	0	
	N	90	
Teachers workload	Pearson Correlation	0.087	1%
	Sig. (2-tailed)	0.414	
	N	90	
Condition of physical facility		.390**	23%
	Sig. (2-tailed)	0	
	N	90	
Principal behavior		.331**	11%
	Sig. (2-tailed)	0.001	
	N	90	
Supportive principal behavior		.475**	23%
	Sig. (2-tailed)	0	
	N	90	
Directive principal behavior		-0.113	5.1%
	Sig. (2-tailed)	0.287	
	N	90	
Teacher behavior (sum)		.497**	25%
	Sig. (2-tailed)	0	
	N	90	
Engaged teacher behavior		.635**	40%
	Sig. (2-tailed)	0	
	N	90	
Frustrated teacher behavior		-0.173	3%
	Sig. (2-tailed)	0.103	
	N	90	
Intimate teacher behavior		.470**	22%
	Sig. (2-tailed)	0	
	N	90	
** Correlation is significant at the 0.01 level (2-tailed).			
** Correlation is significant at the 0.05 level (2-tailed).			

Table 5: Correlation of determination and coefficient of determination

As shown on the table5 above the estimated Pearson correlation coefficients between teachers job satisfaction with supportive principal behavior, engaged teacher behavior, intimate teacher behavior, condition of physical facility, student teacher interaction, principal behavior, school climate and teacher behavior are .475, .635, .470, .390, .475, .331, .477, and .497 respectively and are significant at 0.01 level, this shows that the indicated variables have a linear association with teachers job satisfaction, while frustrated teacher behavior fails to be significant correlation with teachers' jobs satisfaction under this study. The table also estimates the coefficient of determination, each of Student-teacher interaction, Condition of physical facility and Supportive principal behavior are able to explain 23% of the deviation in teachers' jobs satisfaction. The estimated coefficient of determination for Engaged teacher behavior is 40% which means 40% of engaged teacher behavior is able to explain the deviation in teachers' jobs satisfaction.

2.2.4. The Extent of School Climate Variables in Predicting and Determining Teachers' Job Satisfaction: Result from Linear Regression

From the previous sections discussions one can observe that how the different school climate variables are correlated with teachers' job satisfaction. But it is difficult to tell to what extent school climate variables affect teachers' job satisfaction. Thus, linear regression estimates the coefficients of the linear equation, involving one or more independent variables that best predict the value of the dependent variable (Field, 2001). During the regression estimation, lists of variables were selected as predictors whereas some repressors were excluded from the model due to the lack of fulfilling the criteria of inclusion at 5%.

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	df1	df2	Sig. F Change
1	.700 ^a	.490	.431	5.34438	8.329	9	78	.000

Table 6: A linear regression analysis of all school climate variables with teachers' job satisfaction

According to Model summary of linear regression the estimated Fishu statistics is $F_{9,78}=8.329$ with a p-value $P[F_{9,78}<8.329]<0.01$ which is significant, as a whole, the regression does a good job of modeling teachers job satisfaction. The estimated $R_{square}=.49$ (49%) this impliesnearly half the variance in teachers jobs satisfaction is explained by the independent variables able to explain 49% of the variation in teachers job satisfaction.

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2141.030	9	237.892	8.329	.000 ^b
	Residual	2227.868	78	28.562		
	Total	4368.898	87			

Figure 7

The ANOVA table reports that the F statistic, $F_{9,78}=8.329$ with a p-value $P[F_{9,78}<8.329]<0.01$ which is significant and indicating that using the model is better than guessing the mean. That means the model fits the data or the predictors are well enough to explain the variation in teachers jobs satisfactions.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	36.070	5.916		6.098	.000	24.293	47.847
Teachers workload	.176	.129	.124	1.366	.176	-.081	.434
Condition of physical facility	.537	1.216	.045	.442	.006	-1.884	2.957
Supportive principal behavior	-.101	.666	-.058	-.152	.880	-1.427	1.224
Directive principal behavior	-.479	.606	-.209	-.791	.004	-1.685	.727
Engaged teacher behavior	.116	.595	.090	.195	.046	-1.070	1.301
Frustrated teacher behavior	-.504	.581	-.285	-.867	.038	-1.661	.653
Intimate teacher behavior	.256	.463	.093	.552	.582	-.666	1.178
Student teacher interaction	.352	.181	.191	1.947	.015	-.008	.711
school climate	.289	.558	.473	.518	.606	-.822	1.400

Table 8: A Linear Regression Model of Teachers Jobs Satisfaction

From the linear regression model estimate, the estimated coefficient of condition of physical facility is 0.537 with a p-value of 0.006. This implies that condition of physical facility has a direct and significant effect on teachers' jobs satisfaction. The estimated liner coefficient for directive principal behavior is -0.479 with a p-value of 0.004 which is significant at 0.01 levels and adverse effect on teachers' job satisfaction. The estimated linear coefficient for Engaged teacher behavior is 0.116 with a p-value of 0.046 and significant at 0.05 levels and a direct significant impact on teachers' job satisfaction. The estimated liner coefficient for frustrated teacher behavior is -0.504 with a p-value of 0.038 which is significant at 0.05 levels and a negative significant effect on teachers' job satisfaction. The estimated linear coefficient for Student teacher interaction is 0.352 with a p-value of 0.015 which is significant at 0.05 levels. This implies that a good student teacher interaction increases teachers' job satisfaction by 0.35 units. From the linear regression model the repressors

teachers' workload, Supportive principal behavior, Intimate teacher behavior and school climate are found to be significant for this study; this may be due to small sample size.

3. Conclusions and Recommendations

As indicated in the results section, several school climate variables were found to determine teachers' job satisfaction in secondary schools of Hawassa City Administration. The research aims determining the school climate that contributes for teachers' job satisfaction and thus could be addressed.

The students' teachers' interaction have a positive direct relationship with teachers' job satisfaction (i.e., a good relationship between teachers with their students can be taken as a sign of teachers' satisfaction with their job). This finding is similar to the one identified by Shan (2001) that teachers derived their job satisfaction from the relationship they had with their pupils and this factor is ranked higher than the rest of the job facets. The finding also indicated positive and statistically significant relationships between principals' behavior with teachers' job satisfaction. On the other hand, frustrated teacher behavior has a negative relationship with teachers' job satisfaction, but statistically insignificant.

The relation between teachers' behavior and their job satisfaction also indicates that the general teachers' behavior, engaged and intimate teachers' behaviors were found to be positive and significant with their job satisfaction. Therefore, engaged and intimate teachers' behavior significantly contributes to their job satisfaction. The combined effect of school climate variables positively influenced and explained more teachers' job satisfaction than the individual effect of each school climate variable. On top of that, physical facilities, directive principal behavior, engaged teacher behavior, and student teacher interactions positively influence and determine teachers' job satisfaction.

The finding also indicates that intimate teachers' behavior was found to be significant. It has a positive influence on teachers' job satisfaction. Thus, it is recommended that the school principal should create a strong network of social support between staff members. Regarding the relationship of school principals with teachers' job satisfaction, principals' behavior has a positive effect on teachers' job satisfaction. Teachers feel that their principals are helpful, give freedom and encouragement to them to experiment and act independently. Therefore, it is recommended that principals have to work more on assisting and encouraging teachers. These increase teachers' job satisfaction. It is also found that physical facilities affect teachers' job satisfaction, thus it is recommended that school principals, Hawassa City Administration Education Department and Regional Education Bureau work to improve the school physical facilities.

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