
Teachers' Job Satisfaction at Hawassa University: Exploring the Influence of Hygiene Factors

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Received: 07 March 2024; Accepted: 17 December 2024

Abstract: The purpose of the study was to investigate teachers' job satisfaction in the College of Education at Hawassa University in relation to hygiene factors. A cross-sectional descriptive survey design was employed in this study. Survey questionnaire was administered to 30 teachers selected using a stratified sampling technique, and all were filled out correctly and returned. The data were analyzed using descriptive and inferential statistics such as mean standard deviation, correlation, and linear regression. Findings showed that teachers' job satisfaction was low. Prominent influential factors were found to be institutional facilities and working conditions, working relations, salary, and benefit packages, and *organizational policy and leadership*. To reverse the situation, positive measures should be taken with regard to strategies that can improve working conditions, facilities, working relations, teachers' salaries, and similar benefits. Reducing income tax, reviewing teachers' salary scales, reconsideration of teachers' career structure improving benefit packages such as house and transportation allowance, and designing the health and life insurance benefits are recommended.

Keywords: Explore, job satisfaction, hygiene factors, influences

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Introduction

Teachers are the most important resources in any educational institution. They are the key figures for any reform needed in education. Teachers' quality, commitment, satisfaction, and motivation are the determinant factors for the students to benefit from the education system (Jyoti and Sharma, 2009).

Zembylas and Papanastasiou (2006) argue that teachers' job satisfaction is a function of the perceived relation between what one wants from teaching and what one perceives teaching is offering to a teacher. Hongying, (2008) contends that job satisfaction refers to the overall attitude and views of teachers toward their working conditions.

Employees who have a high level of job satisfaction commit their time, energy, and efforts to work which results in high productivity (Scott, 2004). According to Mwamwenda (1995) cited in Badenhorst et.al, (2008), teachers' lack of job satisfaction results in frequent teacher absenteeism from school, aggression towards colleagues and learners, early exits from the profession, and psychological withdrawal from work. All of these negative results lead to poor-quality teaching. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment, and futility (Pinder, 2008).

According to Luthans (1998), if people work in a clean and friendly environment, they get it easier to come to work. If the opposite happens, they find it difficult to accomplish tasks. Luthans adds that when needs are not fulfilled, an individual may be affected psychologically, morally, and economically. Consequently, it will not be easy to expect optimum devotion in their profession. The same author claims that salaries not only assist people in attaining their basic needs but also function as an instrument in satisfying the higher-level needs people have in monetary and other kinds of incentives.

Aklilu (1987) and Ayalew (1991) have also identified low or inequitable salaries and inadequate chances for career advancement as critical matters in teacher job dissatisfaction. Manna and Tesfaye (2000) have reached similar conclusions that teachers' job satisfaction and commitment are low in Ethiopia and that teachers are significantly dissatisfied with their jobs.

According to Boone & Kuntz (1992), offering employees fair and reasonable compensation which relates to the input the employee offers is the main objective of any compensation system. These include medical aid schemes, pension schemes, bonuses, paid leave, and travel allowances. Accordingly, efforts should be made to achieve a higher level of teachers' job satisfaction so that they can use their full potential to address the societal demand for education.

This study, thus, attempted to investigate teachers' job satisfaction in the College of Education at Hawassa University focusing on the influence of hygiene factors.

Statement of the problem

Teaching, research, and community involvement are the three pillars of Ethiopian universities' missions. According to Adem et al., (2016), they are also expected to be the catalyst for societal change via the creation and sharing of technology and knowledge. Human capital is essential to universities' success in all areas of study. According to Adem et al., (2016), fulfilling the missions of universities requires the committed and innovative work of teaching and research staff members. Therefore, for the Ethiopian institutions of higher learning to achieve their objectives, a critical mass of faculty members both teaching and research must be established. However, at Ethiopia's public universities, keeping employees, especially the more seasoned ones, has become a serious problem. Employee turnover, according to Fenot (2005), has several negative effects including the inability to use the knowledge and experience that departing employees have gained, the emergence of

undesirable traits and behaviors in other employees, a disruption in work attitudes and morale, and an increase in the costs associated with finding a replacement.

In a study conducted by the MoE (2014), however, it is suggested that the negative attitude toward the profession was exacerbated by a lack of recognition or social status by their community and poor education administration and management. In line with this, one of the strategies in ESDPV was to transform teaching into a profession of choice. This strategy focused on the needs of teachers with the ambition to re-establish the prestige of the teaching profession such that it attracts the most able and ensures that all teachers are valued and value their profession. This strategy includes provisions related to incentives and placements which are used to attract teachers to hardship posts and support them in these more challenging conditions (MoE, 2015).

Following this, the MoE designed various interventions to increase teachers' incentives (compensation), recognition, morale, motivation, and satisfaction with their job, improving the quality of education, teaching environment, and the teaching profession, and improving the quality of trained manpower (MoE, 2015). However, in many educational contexts, teachers increasingly leave the profession after a few years in service. Studies worldwide have found that teachers are exposed to the highest level of job job-relatedness and that they are less satisfied with their jobs than any other professional group (Karavas, 2010).

Findings by Gedefaw's (2012) revealed high turnover situations among educators because there is a marked lack of job satisfaction among the teachers. "The profession is underrated in the eyes of society," said a respondent, in an interview conducted in 2022. Another respondent made the following points to illustrate the low status currently given to teachers by the society,

In the old good days, teachers were respected by the society and the government. People were proud to give their daughters to teachers as a wife. They sang, “ሙሽሪት ኩሪ ወሰደሽ አስተማሪ” meaning that she is very lucky to marry a teacher. But nowadays the view is reversed and a girl desperate to marry would say “ባጣ ባጣ አስተማሪ አላጣም” meaning I would find a teacher if the worst comes.

Fenot (2005) noted that nearly two-thirds of teachers (64.7%) have definite plans to leave the profession with 50% of them only waiting until they find another job.

The study conducted in 13 Ethiopian universities (Addis Ababa, Bahir Dar, Gondar, Mekelle, Adigrat, Wollo, Samara, Adama, Jimma, Madda Walabu, Hawasa, Haramaya, and Arba Minch Universities), showed that nearly 63% of instructors were not motivated to continue working at the universities; about 73% had the intention to leave their universities at any time in the future (Adem et al., 2016). The attrition rate of teachers is also very high. The study showed that lack of job satisfaction resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, and early exits from the teaching profession.

The impetus for this study emanated from the researchers' experience of witnessing similar challenges in their many years of service in the education sector. The study thus attempts to investigate teachers' level of job satisfaction in the College of Education at Hawassa University. The following are the research questions in focus.

1. What is the level of job satisfaction of teachers in the College of Education at Hawassa University?
2. To what extent do the hygiene factors affect the job satisfaction of teachers in the College of Education at Hawassa University?

Significance of the Study

The outcomes of this study will mainly benefit Hawassa University, College of Teachers Education in particular, and other higher education institutions in general as they provide deep insight into the existing circumstances in relation to teachers' Job satisfaction. It is important to note that job satisfaction requires a coordinated effort from all concerned. This study has the objective of investigating the relationship between hygiene variables and teachers' satisfaction levels. It thus provides useful information to policymakers, administrators, teachers' associations, and university administration for designing strategies that address problems of retaining teachers. Furthermore, the findings of this study may also serve as a springboard for future research of a similar nature by other researchers.

Operational Definition of Key Terms

Hygiene factors: These are factors that, as defined in the context of teachers' job satisfaction, include external elements that can lead to dissatisfaction if inadequate or unfulfilled. Some of such factors are salary, working conditions, policies, interpersonal relationships, and supervision.

Job satisfaction: In the context of the teaching profession, it is the degree to which teachers feel fulfilled and content with their roles, encompassing emotional and cognitive evaluations of their work environment. It reflects their perceptions of factors such as salary, working conditions, relationships with colleagues, and recognition.

Influence: This refers to the impact that various factors have on teachers' feelings and attitudes toward their profession. It includes how elements such as salary, working conditions, relationships with colleagues, and administrative support shape their overall job satisfaction and commitment to the profession.

Conceptual Framework of the Study

The general objective of this study was to investigate the effect of hygiene factors on teachers' job satisfaction in the College of Education at Hawassa University. To achieve this objective, the study was guided by the conceptual framework of "the Two-Factor Theory" of Herzberg (1959).

The researchers believe that Herzberg's motivation theory is important to articulate the content and context of a job (intrinsic and extrinsic factors) to determine an employee's level of job satisfaction. Herzberg's Two-Factor Theory of motivation-hygiene or dual factor theory is based on the assumption that dissatisfaction leads to avoidance of work and satisfaction leads to the interest to work more.

Herzberg's theory is applicable to the present situation of teachers' job satisfaction in the College of Education at Hawassa University, as it delineates the distinctions between extrinsic and intrinsic factors that motivate and produce job satisfaction in employees (Herzberg, 1959). It also unveils the causes of satisfaction and dissatisfaction of employees in most organizations. The aspects that bring good or bad feelings at the workplace are associated with the job itself, the intrinsic motivation within an individual (interest), and extrinsic factors (physiological). These included achievement, working conditions, supervision, work itself, salary, interpersonal relations, advancement, recognition, responsibility, organizational policy and leadership, promotion, and growth.

Thus, this theoretical framework helped in revealing the key aspects of a job both intrinsically or extrinsically that bring teachers' job satisfaction. Although both extrinsic and intrinsic factors often work together to influence job satisfaction, we focus on extrinsic factors only in this study.

In addition to the aforementioned concepts, Herzberg's Theory, also known as the Motivation-Hygiene Theory, suggests that there are certain

factors in the workplace that cause job satisfaction and others that prevent dissatisfaction. These factors are divided into two categories:

1. Hygiene factors (dissatisfies): These factors are essential to prevent dissatisfaction but do not necessarily lead to satisfaction. Examples include working conditions, salary, company policies, and interpersonal relationships.

2. Motivational factors (satisfiers): These factors lead to job satisfaction and motivate employees to perform better. Examples include recognition, achievement, responsibility, and opportunities for growth.

In the context of teachers' job satisfaction, Herzberg's theory can be applied as follows:

a) Hygiene Factors for Teachers

Working Conditions: Teachers need sufficient facilities, resources, and assistance to carry out their duties in an efficient manner. Teachers may become dissatisfied with their jobs due to problems including cramped classrooms, a lack of resources, and obstacles in the administrative process.

Pay and Benefits: Although pay may not be the primary element in job happiness, it is a crucial one. For there to be no discontent, teachers must receive adequate compensation for their labor.

Workplace Policies: How teachers feel about their professions can be influenced by policies pertaining to professional development, workload, and evaluation. Fair and transparent practices can enhance employees' happiness.

Motivational Factors for Teachers

Recognition: Teachers value appreciation for their commitment and hard work. Their motivation might be increased by acknowledgment from teachers, parents, coworkers, and administrators.

Achievement: Teachers might be greatly motivated by the chance to witness the results of their labor, such as the advancement and success of their students.

Responsibility: Increasing teachers' job happiness and engagement can be achieved by granting them autonomy and responsibility in decision-making processes.

Promotion and Development: Providing teachers with chances for professional development, such as training, career progression, and skills enhancement can inspire them to perform well in their positions.

By focusing on both hygiene and motivational factors, educational institutions can create a work environment that not only prevents dissatisfaction among teachers but also fosters job satisfaction and motivation. This, in turn, can lead to higher productivity, better student outcomes, and lower turnover rates within the teaching profession. This is the gap the study intended to fill.

Motivators or intrinsic factors

Motivators or intrinsic factors are related to the actual performance of the work or the content of the job. They are the factors that influence the perceptions or feelings of employees about themselves and their work and motivate them to work harder or better. Intrinsic factors are related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. It also refers to motivation that is driven by an interest or enjoyment in the

task itself and exists within the individual rather than relying on any external pressure (Kondalkar, 2007).

Hygiene factors

Hygiene factors are extrinsic results of external factors in which their presence does not lead necessarily to job satisfaction but instead prevents dissatisfaction. Their absence, however, leads to job dissatisfaction. This factor includes organizational policy and administration, supervision, interpersonal relations with colleagues, working conditions, status job security, and salary (Amos, 2008).

According to Herzberg, et al, (1959), hygiene factors are necessary, but not sufficient conditions for satisfaction. Extrinsic factors are determined by conditions that are beyond the control of the employee. These include organizational policy and administration, salary, promotion opportunities, supervision, work relationships, working conditions, job security, and the issue of fairness.

Organizational Policy and Administration: This focuses on the feelings about the adequacy or inadequacy of the organization's management. It includes good/poor communications, policies, procedures, and rules (Bennell & Akyeampong, 2007).

Promotion Opportunities: Bennell and Akyeampong (2007) contend that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. Demaki (2012) states that pay and promotion are positively related to job satisfaction because promotion is important. After all, it has to do with the increase in salaries, responsibilities, and social status.

Eze (2004) emphasizes that teachers' promotion plays a crucial role in enhancing their morale and job satisfaction. He argues that effective promotion practices not only recognize teachers' efforts and achievements but also serve as a motivational tool that fosters

commitment to their roles. Eze also suggests that a transparent and¹ fair promotion process can significantly influence teachers' perceptions of their professional value and overall job satisfaction, ultimately contributing to a more positive educational environment and improved performance among educators.

Supervision: This is the supervisor's willingness to teach or delegate authority, practice fairness, and job knowledge. Supervision in schools is a vital process and it is the combination of activities concerned with the improvement of teaching in the school. The supervisor's ability to provide emotional and technical support and guidance with work-related tasks plays a key role in relation to job satisfaction (Robbins, 2003). Supervisors with high relationship behavior strongly impact job satisfaction (Graham, 1998).

Work Relationship: The relationship between the worker and his or her superiors, subordinates, and peers. This includes both job-related interactions and social interactions within the work environment. Individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead to higher levels of job satisfaction (Bennell and Akyeampong, 2007). In the school setting, having friendly and supportive colleagues and supervisors leads to increased teachers' job satisfaction.

Working Conditions: These are the factors that involve the physical environment of the job, i.e., the amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the workplace (Leithwood, 2006). Working conditions have an impact on employee job satisfaction because employees prefer physical surroundings that are safe, clean, and comfortable for work (Robbins, 2005).

Job security: This is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their jobs shortly. Job security is about

an individual's perception of themselves, the situation, and the potential. Our job security is influenced more by personal factors, like education, our experience, the skills we have developed, our performance, and our capability (Robbins, 2005).

Fairness: It is the extent to which employees perceive that they are being treated equally and the relationship between perceptions of justice and job satisfaction is positively correlated. According to Green (2000), organizational justice is the term used to describe the role of fairness as it directly relates to the workplace. Organizational justice can help explain why employees react against inequitable outcomes or inappropriate processes and interactions. Employees' perceptions relate to three dimensions of organizational justice: distributive justice, procedural justice, and interaction justice (Robbins, 2005).

Distributive Justice: This refers to the perceived fairness of the outcomes that an individual receives from an organization. Outcomes may be distributed on the basis of equality, need or contribution and individuals determine the fairness of distribution through comparison with others and distributive justice suggests that satisfaction is a function of outcome (Robbins, 2005).

Procedural Justice: This refers to employees' perceptions about the fairness of the rules and procedures that regulate a process. Procedural justice suggests that satisfaction is a function of the process (Robbins, 2005).

Hassan (2010), in his study, showed that all dimensions of organizational justice (distributive, procedural, and interaction justice) are positively correlated with job satisfaction. In school settings also these three dimensions are very important in determining the satisfaction of teachers.

Pay and compensation: Pay refers to the amount of financial compensation that an individual receives as well as the extent to which

such compensation is perceived to be equitable. Compensation and earnings are cognitively complex and multidimensional factors in job satisfaction.³

All over the world, people engage in work in order to receive payments with which to acquire the necessities to better their lives. Demaki (2012) argued that an adequate salary may increase workers' morale and make them happy and committed to their duties. In addition, he explained money as an economic reward and a means of enhancing job satisfaction.

According to Luthans (1998), salaries not only assist people in attaining their basic needs but are also instrumental in satisfying the higher-level needs of people. Supporting this idea, Yitbarek (2007) in his study entitled 'Job stress and satisfaction of TVET teachers in Tigray region, Ethiopia' found that salary and benefits were very important factors for job satisfaction. According to Yitbarek, offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave, and travel allowances.

The Conditions of Applicability of Herzberg's Two-Factor Theory

Physiological and Basic Needs Dominance

Prioritization of fulfilling basic physiological and safety needs over higher-level motivators like achievement and recognition in poorer nations is a major concern in application of Herzberg's Two-Factor Theory. This aligns with Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (such as salary and working conditions) that prevent dissatisfaction and motivators that lead to satisfaction. In poorer nations, workers prioritize meeting their basic needs like food and safety over recognition and achievement. This idea

is supported by Maslow who contends that achievement and recognition are irrelevant until fundamental needs are satisfied (Maslow, 1943). In low-income settings, research shows that financial stability plays a crucial role in determining job satisfaction, and having a stable income is a significant factor that contributes to how satisfied workers feel in their jobs (Herzberg, Mausner & Snyderman, 1959; Baron, 1993).

Economic Instability

In economically unstable poorer nations, job insecurity is a common issue, prompting workers to prioritize stable employment and consistent income over factors that could improve job satisfaction. The study by Fajana (2002) highlights the critical role of job security in influencing worker motivation and retention in such challenging environments of developing countries.

Cultural Differences

Herzberg's Two-Factor Theory, developed in economically advanced countries, may have limitations when applied in poorer nations due to cultural differences. In collectivist cultures prevalent in poorer nations, communal responsibilities and group harmony often outweigh individual achievements as motivators for workers, impacting their satisfaction and motivation levels (Hofstede, 1980; Triandis, 1995). Understanding these cultural nuances is crucial for effectively applying motivational theories like Herzberg's in diverse global contexts.

Resource Constraints

In poorer nations, limited resources pose challenges for employers to provide essential hygiene factors and motivators to employees. This includes difficulties in offering competitive salaries, ensuring safe working conditions, and providing opportunities for career growth, as highlighted in studies by Bloom, Sadun, and Van Reenen, (2014). The study conducted by Lund and Marriott (2011) highlights the challenges

faced by employers in providing conducive work environments and growth prospects due to resource constraints, impacting worker satisfaction and career advancement in African nations. The findings underscore the importance of addressing resource limitations to improve working conditions and foster professional growth opportunities.

Education and Skill Levels

Hanushek and Woessmann (2015) state that limited education and skills often lead to a focus on securing jobs for financial stability rather than seeking roles that provide personal growth and achievement. Further, a study conducted by Chaudhuri (2012) in rural India highlights the impact of educational levels and economic conditions on job preferences and motivations in less developed regions.

Work Environment and Labor Markets

In poorer nations, informal labor markets and less regulated work environments contribute to inadequate working conditions, job insecurity, and exploitation of workers (International Labor Organization, 2018). These conditions emphasize the importance of addressing hygiene factors such as safe working conditions and fair wages to improve worker satisfaction and motivation. Research has demonstrated that improving working conditions and ensuring fair wages are crucial for boosting employee motivation and satisfaction, especially in environments with limited resources and less regulated labor markets in poorer nations. This highlights the importance of addressing basic needs like safe working conditions and adequate compensation to enhance employee's well-being and job satisfaction, as outlined by Ncube & Kwaramba (2013).

Linkage between Hygiene Factors and Other Motivation Theories

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs of 1943 is a psychological theory that categorizes human needs into a hierarchy starting from basic physiological and safety needs, and progressing to higher-level needs such as belongingness, esteem, and self-actualization. Meeting basic needs prevents dissatisfaction while fulfilling higher-level needs leads to increased motivation and job satisfaction, according to Maslow's theory. This framework complements Herzberg's theory by emphasizing the importance of both hygiene factors and motivating factors in understanding human motivation and behavior in various contexts.

The study conducted by Tay and Diener in 2011 analyzed data from a large sample of over 60,000 individuals across 123 countries. Their findings indicated a strong correlation between fulfilling physiological needs like food and shelter and overall life evaluations, highlighting the foundational significance of these basic needs in influencing people's well-being and life satisfaction.

The meta-analysis conducted by Diener and Biswas-Diener in 2008 provides support for Maslow's Hierarchy of Needs by demonstrating the critical role of basic needs such as nutrition, hydration, and sleep in promoting psychological well-being and functioning. This study highlights the importance of fulfilling physiological needs as a foundational step towards achieving higher-level needs, following Maslow's theory.

Research conducted by Norris, et.al., & Kaniasty, (2002), following natural disasters such as hurricanes and earthquakes, revealed that individuals prioritize safety and security needs as a primary concern immediately after such events. This finding aligns with Maslow's hierarchy of needs, which suggests that safety needs are fundamental and take precedence in times of crisis, emphasizing the universal nature

of these human priorities. Job security and a safe working environment enhanced employee satisfaction and productivity. This research reinforces the importance of fulfilling safety needs in the workplace, as emphasized in Maslow's hierarchy of needs, to promote a conducive and productive work environment for employees (Chandler, D., Nwaoha, & Wymbs, 2015).

Baumeister and Leary's research in 1995 highlighted the significance of social relationships and the need to belong as essential human motivations. Their findings support Maslow's hierarchy of needs, which places social connections and a sense of belongingness as fundamental psychological requirements for individuals. This research underscores the importance of interpersonal relationships in fulfilling basic human needs for well-being and psychological fulfillment. In a meta-analysis conducted by Holt-Lunstad, Smith, and Layton in 2010, it was discovered that individuals with strong social relationships have a 50% higher chance of survival, emphasizing the significant impact of social connections on overall health. This research highlights the crucial role that social relationships play in promoting well-being and longevity, supporting the notion that fulfilling social needs is essential for a healthy life.

The research revealed a connection between positive self-esteem and academic success, indicating that individuals with healthy self-regard tend to perform better academically and are more motivated. This study underscores the significance of fulfilling esteem needs, as feeling valued and competent positively impacts academic achievement and motivation levels (Harter, 1999). A study conducted by Judge et al. in 2001 highlighted the importance of self-esteem and respect from colleagues as significant factors that impact both job satisfaction and performance in the workplace. This research emphasizes the psychological aspects of work satisfaction and how interpersonal relationships and self-perception play crucial roles in shaping individuals' experiences at work.

The study examined self-actualization and revealed that individuals who actively seek self-fulfillment tend to have higher levels of psychological well-being and life satisfaction (Koltko-Rivera, M. E., 2006). This research aligns with Maslow's concept of self-actualization as the pinnacle of human needs, emphasizing the importance of personal growth and fulfillment in overall life satisfaction. In a study by Waterman, et.al, (2010) on eudemonic well-being, it was discovered that personal growth and self-fulfillment are closely linked to life satisfaction, which supports Maslow's idea of self-actualization. This research highlights the importance of individuals striving for personal development and fulfillment in achieving overall life satisfaction, as proposed by Maslow's theory of human needs hierarchy.

To conclude, Maslow's Hierarchy of Needs is a well-established theory in psychology that highlights the importance of different human needs in driving behavior. While widely recognized, it is crucial to acknowledge the theory's limitations, including cultural differences and the complex, non-linear nature of fulfilling needs, to gain a comprehensive understanding of human motivation and behavior in diverse contexts. By considering these factors, researchers and practitioners can better tailor interventions and strategies to meet individuals' varying needs effectively.

Self-Determination Theory

Self-Determination Theory (SDT) by Deci and Ryan (2000) highlights intrinsic motivation and focuses on three key psychological needs: autonomy, competence, and relatedness. Autonomy, providing employees with independence, can strongly motivate them. Competence, offering opportunities for skill growth, and relatedness, and fostering a supportive work environment are also crucial for motivation and satisfaction in the workplace according to SDT.

Deci and Ryan's study in 2000 discovered that environments promoting autonomy, such as allowing students to select their learning tasks, lead

to higher levels of intrinsic motivation and academic performance.⁹ This research highlights the importance of autonomy in educational settings for enhancing students' motivation and overall academic success. Moreover, the study by Vansteenkiste et.al (2004) demonstrated that students who are in classrooms that promote autonomy, where they have the freedom to make choices about their learning, tend to be more engaged in their studies and exhibit greater psychological well-being. This research highlights the positive impact of autonomy-supportive environments on student engagement and well-being in educational settings, aligning with the principles of Self-Determination Theory (SDT) that emphasize autonomy as a key factor in enhancing motivation and overall well-being among learners.

The meta-analysis conducted by White in 1959 revealed a connection between perceived competence, intrinsic motivation, and improved task performance. This means that when individuals feel capable and competent, they are more likely to be internally motivated and perform better in tasks. Understanding one's own competence can significantly impact motivation and performance levels, as highlighted by this research finding. In addition, individuals who perceive themselves as competent and capable of achieving their goals tend to exhibit higher levels of motivation and perform better in various tasks (Elliot & Dweck, 2005). This study underscores the importance of perceived competence in enhancing motivation and task performance, aligning with the broader findings of self-determination theory (SDT) that autonomy, competence, and relatedness are crucial factors in promoting intrinsic motivation and well-being in educational and other settings.

Baumeister and Leary (1995) discovered that a sense of belongingness and connection is crucial for psychological well-being, highlighting the significance of relatedness in human relationships. Their research discloses the importance of social connections and support in promoting mental health and overall well-being, emphasizing the need for meaningful relationships in fostering psychological wellness. Furthermore, Reis, Sheldon, Gable, Roscoe, and Ryan (2000)

demonstrated that relationships characterized by support and understanding have a positive impact on motivation and well-being. Their research highlights the importance of supportive and understanding relationships in enhancing individuals' motivation and overall psychological well-being. This finding aligns with the broader concept of Self-Determination Theory (SDT), emphasizing the significance of relatedness in promoting positive outcomes in various domains, including education and personal development.

To sum up, in organizational settings, Self-Determination Theory (SDT) can be used to boost employee motivation and satisfaction. Leaders can foster autonomy by engaging employees in decision-making processes, enhance their competence through skill development opportunities, and promote relatedness by encouraging teamwork and collaboration among staff.

This approach aims to create a work environment that supports employees' psychological needs, ultimately leading to increased motivation and job satisfaction.

Expectancy Theory

Vroom's Expectancy Theory, proposed in 1964, suggests that an individual's motivation is influenced by their expectations of the outcomes of their performance. This theory connects motivation to both hygiene factors, which prevent dissatisfaction by ensuring efforts do not lead to negative outcomes, and motivating factors which highlight the value of putting in effort for desirable results. By understanding and balancing these factors, organizations can effectively enhance employee motivation and job satisfaction.

The study conducted by Van Eerde and Thierry in 1996 demonstrated that the belief in expectancy, which is the confidence that one's efforts will result in improved performance, significantly influences job performance. Individuals who had higher expectancy beliefs were more motivated and achieved better performance outcomes in their work tasks. This finding supports the core concept of Expectancy Theory, showing how individuals' expectations about the link between effort and

performance can impact their motivation and actual performance¹ levels in the workplace. In addition, the research conducted by Chen and Fang in 2008 demonstrated that the belief in achieving success (expectancy) among salespeople positively impacts their sales performance. Salespeople who have higher expectancy levels tend to put in more effort, resulting in increased sales outcomes. This study highlights the importance of expectancy in influencing the motivation and performance of sales teams.

The study by Lawler and Suttle (1973) highlighted the importance of employees' perceptions of instrumentality in motivating them. When employees believe that their high performance will be rewarded, their motivation levels increase. This emphasizes the significance of clear and consistent reward systems in enhancing employee motivation based on Expectancy Theory. In the study by Arnold (1981), it was observed that organizational policies impact instrumentality, where clear and consistent reward systems enhance employees' belief that their efforts will lead to desired outcomes.

The research by Porter and Lawler (1968) highlighted the significance of valence, indicating that the perceived value of rewards directly influences employees' motivation levels, with individuals being more motivated when they value the rewards offered. Different employees may assign varying levels of importance to the same reward, affecting their overall motivation. Moreover, research conducted by Tziner and Vardi in 1984 revealed that individual variations in how employees perceive the value of rewards impact their motivation levels. This study highlighted that employees assign different levels of importance or desirability to the same reward, which, in turn, influences their motivation to perform well in the workplace. Understanding these differences in valence can help organizations tailor their reward systems to better align with employees' motivational needs and enhance overall performance.

Generally, in organizational settings, companies can apply the Expectancy Theory to design incentive programs effectively. By ensuring that employees believe their efforts will lead to performance (expectancy), that performance will lead to rewards (instrumentality),

and that the rewards are valuable (valence), organizations can enhance employee motivation and performance. This approach aligns employees' expectations with rewards, creating a motivational environment that encourages productivity and engagement.

Overall, to employ hygiene factors in a practical context conducting regular employee feedback surveys, as suggested by Herzberg (1966), helps organizations identify and address issues related to company policies, salary, supervision, working conditions, and interpersonal relations. By gathering feedback from employees, organizations can improve hygiene factors that prevent dissatisfaction and enhance motivating factors that lead to desirable outcomes, aligning with Vroom's Expectancy Theory of motivation.

Implementing job enrichment programs to enhance motivation in the workplace as stated in Herzberg (1966). These programs aim to offer employees opportunities for achievement, recognition, increased responsibility, career advancement, and personal growth. By incorporating such initiatives, organizations can address motivating factors outlined in Vroom's Expectancy Theory, ultimately fostering a more engaged and satisfied workforce.

The scholars suggest the importance of balancing hygiene factors, like fair wages and a safe work environment, with motivating factors, such as meaningful work and opportunities for professional growth, in the workplace. By addressing both types of factors, organizations can create a work environment that prevents dissatisfaction and encourages employees to strive for desirable outcomes, ultimately enhancing motivation and job satisfaction. This balanced approach aligns with Vroom's Expectancy Theory, which emphasizes the impact of expected outcomes on employee motivation (Herzberg, 1966; Maslow, 1943).

Furthermore, it is important to customize motivation strategies for employees based on their individual needs, as different employees may prioritize different factors. This approach, influenced by theories such as Maslow's hierarchy of needs and Deci & Ryan's self-determination theory, aims to enhance employee satisfaction and productivity by

addressing unique motivational factors for each individual. By³ recognizing and catering to diverse employee needs, organizations can create a work environment that promotes both satisfaction and motivation (Maslow, 1943; Deci & Ryan, 2000).

Therefore, the study was guided by the following conceptual framework. The conceptual framework was developed bearing in mind the three conditions that determine the application of Herzberg's Two-Factor Theory. The first condition is the existence of a deficiency of physiological and basic needs. In this condition, it is important to prioritize the hygiene factors to motivate teachers and ensure their job satisfaction. In the second condition, balancing hygiene and motivation factors is crucial so that the needs of individual workers can be ensured. The third condition is when there are satisfied physiological and basic needs available. In this condition prioritizing the motivation factor is helpful to ensure the job satisfaction of teachers. This study is guided by the first condition since basic human and physiological needs are dominant in our context.

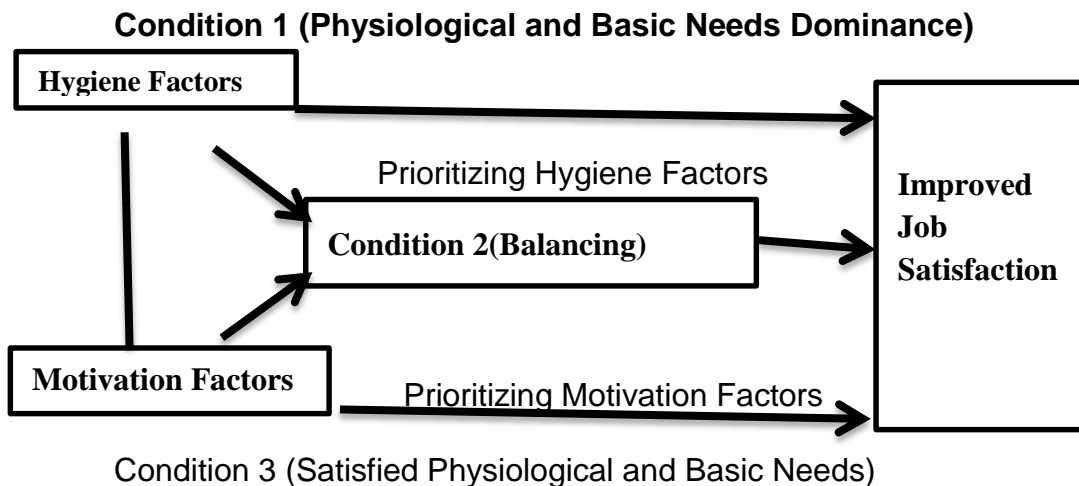


Figure 1: Conceptual framework developed based on Herzberg's Two-Factor Theory

Research Design and Methods

In this study, a descriptive survey design was employed to gather data related to the problem. This enables the collection of information by administering questionnaires to a sample of individuals (Orodho, 2003). The design was selected because the nature of the problem needs a wider description and detailed analysis of existing phenomena with the intent of employing data to justify the current condition. Overall, this design is recommended when gathering data about respondents' perceptions, beliefs, opinions, and outcomes.

Although quantitative research method was predominantly employed in this study, a little bit of quantitative findings from related studies were also used making the design a mixed-embedded research approach. This is a research methodology that entails the collection, analysis, and integration of both quantitative and qualitative data within a single topic of inquiry (Creswell (2003). This type of strategy aims to provide a deeper insight into a study problem or issue than either could by itself.

Source of Data

It is very important to integrate and combine the different data sources to overcome the weakness of a single data source (Patton, 1990). As a result, both primary and secondary sources of data were used in this study in order to meet its stated objectives. The primary sources of data were teachers in the College of Education at Hawassa University. Teachers with three and above years of experience were involved in the study as they have better information and experiences regarding teachers' job satisfaction in the college. In addition, related findings from the literature review were used to substantiate the study.

Sample and Sampling Techniques

The college had 58 faculty members disaggregated into one professor, seven associate professors, 12 assistant professors, 35 lecturers, and 3

graduate assistants (GAI). Of these, 50% were selected from each⁵ stratum using a stratified sampling technique. This made 4 associate professors, 6 assistant professors, 18 lecturers, and 2 graduate assistants. Cohen et.al (2018) suggested that a 25% and above sample can represent the target population. Thus, out of 58 faculty members, 33 representatives were selected. However, 3 respondents did not complete the questionnaire and were thus disregarded.

Data Collection Tools

In this study, two instruments of data collection, questionnaire and document review were used.

Questionnaire

Data were obtained through self-administered questionnaire prepared based on various literature reviews. Some of the items in the instruments were modified from Desta, (2014) and Gedefaw, (2012) to fit to the context of Hawassa University. The questionnaire has two parts: instructions and respondents' bio-data in the first part, and close-ended questions designed to assess issues related to the teachers' job satisfaction, in the second part. A Likert scale ranging from 1-5 was used to measure extent of satisfaction.

Document Analysis

Documents used for the study includes college reports, minutes, and reports of the Human Resource unit.

Reliability and Validity

The tools used for data collection were commented on, amendments made, and validated by experts for their appropriacy to obtain pertinent information for the research. The tools were administered to 25 students in the English Department of the College of Social Sciences and

reliability check that used Cronbach alpha showed .81. Every item in the tools was developed with the intention of measuring the research objectives under consideration.

Procedures of Data Collection

The data were collected through questionnaires and document review. Before administering the tools, the researcher secured an official support letter from Hawassa University, College of Education Institute Review Board and then contacted College Deans to request for cooperation. After getting their consent, he dispatched the questionnaire to selected respondents. The tool was in the English language as the teachers are faculty members and are not expected to have any problem of understanding the contents.

Methods of Data Analysis

After collecting the necessary data, different statistical tools were employed based on the research questions and the nature of the data collected. First, the data were checked, classified, and organized. Following this, they were analyzed using descriptive statistics such as percentages and frequencies to show respondents' demographic characteristics such as sex, age, qualification, and work experience. Moreover, mean and standard deviation were employed to assess respondents' views about the level of teachers' job satisfaction. Analysis was made using SPSS version-26. In addition, predictive analysis and the relationship between hygiene factors and job satisfaction were carried out using inferential statistics such as linear regression and correlation, respectively.

Ethical Consideration

Any research must consider ethical issues that may have an impact on the individuals being studied. One of the most pressing concerns about respondent protection is the preservation of their privacy. Thus, as this

study involved persons, ethical guidelines were followed and permission to collect data was obtained from each participant via a letter of cooperation obtained from the College of Education, Institute of Review Boards.

Results and Discussions

This part of the research deals with the presentation, analysis, and interpretation of data obtained through questionnaires and document review. The survey questionnaire was distributed to and filled out by a total of 30 teachers selected using a stratified sampling technique. Then the data gathered were analyzed using mean, standard deviation, correlation, and multi-linear regression.

Demographic Characteristics of Teachers

A description of the demographic characteristics of participants gives basic information about the sampled population. Table 1 below presents such information.

Table 1: Characteristics of the respondents

No	Items	Respondent Teachers =30		
		f	%	
1	Sex	Male	24	80
		Female	6	20
		Total	30	100
2	Academic Rank	GAI	2	6.67
		Lecturer	18	60
		Ass. Prof.	6	20
		Asso. Prof.	4	13.33
		Total	30	100

As shown in the above table, regarding the sex of teachers, the larger proportions of the respondents are males, 24 (80%) and the rest are

females 6 (20%). Since all females in the college took part in the survey, it is evident that the college staff is male-dominated. This needs appropriate measures to employ more female teachers.

Teachers' Level of Job Satisfaction in the College of Education at Hawassa University

The mean of teachers' responses was calculated and the levels of satisfaction were categorized as follows: mean value <1.50 = very low, 1.51- 2.45 = low, 2.46- 3.45 = moderate, 3.46-4.45 = high, > 4.5 = very high.

Table 2: Level of teachers' job satisfaction

No	Item	Respondents	
		Teachers=30	
		M	SD
1	Extent of teacher's job satisfaction	2.11	0.83

The mean score of 2.11 and the standard deviation of 0.83 seen in the table above indicate a low level of job satisfaction (below average). This is consistent with Aklilu's (1996) findings that most teachers are dissatisfied with their jobs and stay in the profession only until they find another job. This suggests that the majority of young graduates joining the teaching profession do so with no interest or enthusiasm. Reasons cited for this were low social status accorded to teachers by the community, ineffective administration, poor professional working circumstances, and economic considerations. It is thus possible to conclude that teachers in the College of Education at Hawassa University have a low level of job satisfaction.

The Influence of Hygiene Factors on the Satisfaction Level of Teachers in the College of Education at Hawassa University

Table 3: Descriptive statistics of hygiene factors and teachers' level of satisfaction⁹

SN	Variable	Descriptive Statistics		
		N	M	SD
1.	Level of satisfaction with working relations	30	2.90	1.110
2.	Level of satisfaction with supervision	30	2.94	.670
3.	Level of satisfaction with institutional facilities and working conditions	30	2.16	.338
4.	Level of satisfaction with salary and benefits of teachers	30	2.39	.688
5.	Level of satisfaction with organizational policy and leadership	30	2.41	1.024

Note: mean value < 1.50 = very low, 1.51 - 2.50 = low, 2.51 - 3.50 = moderate, 3.51 - 4.50 = high, > 4.5 = very high.

In Table 3 above, teachers were asked to rate their satisfaction with hygiene factors, and descriptive statistics (means) were used to analyze their responses. The influence of working relations, i.e., their interaction with colleagues, students, administrative staff, university and college management, and staff teamwork was investigated and the overall mean was found to be 2.90 and the SD was 1.10. This implies that teachers' level of satisfaction in terms of their working relations was moderately low and that would obviously affect their job satisfaction. A similar study found that individuals who believe they have better interpersonal friendships with their co-workers and immediate supervisors exhibit higher levels of job satisfaction (Oshagbemi, 2000). Overall, the moderate working relations among teachers in the college contribute to reduced job satisfaction.

In Table 4.3, item 2, respondents were asked to rate their satisfaction with supervision in promoting teaching-learning and supporting academic staff. The computed mean was 2.94 with an SD of .670 indicating a moderate level in enhancing teachers' job satisfaction. Moreover, findings from related literature confirm that the supervisor's support and guidance in terms of teacher performance-related tasks

plays a key role in job satisfaction (Robbins, 2003). Supervisors with high relationship behavior strongly impact job satisfaction (Graham, 1998). However, it can be said that teachers' relationships with supervisors in the college are not so encouraging to create positive job satisfaction.

The question on institutional facilities and working conditions such as accessibility to transportation, attitudes toward academic staff, availability of internet access, staff office, supply of teaching equipment (stationary, printers, computers, etc.), workload, classroom facilities for instructional practices, and security to staff property showed a mean of 2.162 with an SD of 0.338. This means teachers have a low level of satisfaction in this connection and may perform at an unsatisfactory level in their teaching. Robbins (2003) found that working condition has an impact on teachers' job satisfaction because they prefer a safe working environment as well as a clean and comfortable situation for class instruction. Thus, it is easy to conclude that poor working conditions have negatively influenced teachers' job satisfaction at the College of Education of Hawassa University.

As seen in Table 4.3 above, respondents were also asked to rate their level of satisfaction with their salary and benefit packages. Results showed a mean of 2.386 and an SD of .688 indicating that teachers' satisfaction level in this regard was low. Financial incentives have a major effect on job satisfaction, according to a study by Lambert (2001). Lambert maintained that salaries play a crucial role in meeting people's higher-level requirements in addition to helping them meet their basic necessities. In line with this, Yitbarek (2007) argues that compensation and benefit packages played a significant role in the job satisfaction of TVET teachers in the Tigray area of Ethiopia. Additionally, Yonas (2011) found a strong correlation between workers' perceptions of their compensation and overall job satisfaction. The primary goal of any compensation system, according to Boone and Kuntz (1992), should be to provide employees with fair and reasonable benefits commensurate with their contributions to the institutions. Pay is a broad category that

includes benefits like paid time off, bonuses, medical assistance¹ programs, pension plans, and travel reimbursements.

Based on the above quantitative analysis, the following conclusions can be made: Teachers' dissatisfaction with their current pay relative to their workload, the salary to cover their basic needs as well as no transportation and housing allowances, lack of access to health and life insurance benefits, legal protections, and social benefits contributed to the low level of job satisfaction among teachers at the College of Education, Hawassa University.

Analysis of ratings by teachers of the level of their satisfaction in organizational policy and leadership also showed a low mean score of 2.41 with SD=1.023. Good leadership, policies, procedures, rules, and communications are necessary to increase corporate productivity and employee work satisfaction. Bennell and Akyeampong (2007) argued that factors reducing job satisfaction in organizational policy and leadership include the difficulty of implementing rules and regulations as per university legislation, low participation in university affairs, unfair treatment in the university, the difficulty of the institution being transparent to discuss with all teachers, and the difficulty the university leaders have to respond to teachers' complaints.

Correlation Coefficient of Hygiene Factors and Teachers' Job Satisfaction

The degree to which hygienic factors and teachers' job satisfaction are related is indicated in the table below.

Table 4: Correlation of hygiene factors and teachers' job satisfaction

		Correlations					
		JSL	JSWR	JSS	JSIF WC	JSSB	JSOLP
JSL	Pearson Correlation	1	.936**	.909**	.934**	.904**	.896**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	30	30	30	30	30	30
JSWR	Pearson Correlation	.936*	1	.859**	.827**	.766**	.922**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	30	30	30	30	30	30
JSS	Pearson Correlation	.909*	.859**	1	.897**	.838**	.869**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	30	30	30	30	30	30
JSIF WC	Pearson Correlation	.934*	.827**	.897**	1	.905**	.833**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	30	30	30	30	30	30
JSSB	Pearson Correlation	.904*	.766**	.838**	.905**	1	.861**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	30	30	30	30	30	30
=	=	=	=	=	=	=	=
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Note:

JSL = Job Satisfaction Level

JSWR = Job Satisfaction and Working Relations

JSS = Job Satisfaction and Supervision

JSIFWC = Job Satisfaction and Institutional Facilities and Working Conditions

JSSB = Job Satisfaction and Salary and Benefits of Teachers

JSOPL = Job Satisfaction and Organizational Policy and Leadership

As can be seen from Table 4 above, job satisfaction has a strong positive relationship with all hygiene factors presented. Correlations of job

satisfaction with working relations are explained by $r=0.936$, and $p=0.000<0.01$. This shows a significant positive relationship or association between the two variables and the maximization of one can meaningfully increase the other variable.

Besides, job satisfaction in relation to supervision showed the value of $r=0.909$, at $p=0.000<0.01$ showing the existence of a significant positive association between the two variables. Similarly, the value of $r=.934$, at $p=0.000<0.01$ was obtained when the relationship between job satisfaction and institutional facilities in the working conditions was calculated, and this shows a significant positive relationship. Computation of the relationship between job satisfaction and salary and other benefits also yielded $r=0.904$, at $p=0.000<0.0$ which explains a significant positive relationship between them. Finally, job satisfaction and organizational policy and leadership positively correlated with $r=.896$, at $p=0.000<0.01$.

From the above analyses, one can conclude that the relationship between dependent and independent variables (job satisfaction and hygiene factors) is significant at $p=0.01$. The independent variables also have a positive relationship with each other and their relationship is significant at $p=0.01$.

The following part of the report shows a regression analysis that predicts the magnitude of the influence of each variable on job satisfaction. Table 5 below shows summary of the analysis carried out using SPSS.

Table 5: Model summary of hygiene factors as related to teachers' job satisfaction

Model Summary					
Model	R	R Square	Adjusted R Square	Std. error of the Estimate	Durbin-Watson
1	.985 ^a	.971	.967	.15246	1.379

A. Predictors: (Constant), (JSL) Job Satisfaction Level, (JSWR) Job Satisfaction and Working Relations, (JSS) Job Satisfaction and Supervision, (JSIFWC) Job Satisfaction and Institutional Facilities and Working Conditions, (JSSB) Job Satisfaction and Teachers' Salary and Benefits and (JSOPL) Job Satisfaction and Organizational Policy and Leadership

B. Dependent Variable: Job Satisfaction Level

Table 5 above indicates a very strong positive correlation between the independent variables and the dependent variable since the R-value which is close to 1 suggests that the dependent variable tends to increase significantly as the independent variables increase.

The model fits since $F=210.23$ and $P<.000$ indicate that the test of the model of hygiene factors and the level of teachers' job satisfaction can be predicted by the model. Thus, R Square of .971 means 97.1% of the model explains the effect of the independent variables (the hygiene factors) on the dependent variable (teachers' job satisfaction).

Table 6: Test of model summary of hygiene factors and teachers' job satisfaction⁵

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.546	4	4.886	210.230	.000 ^b
	Residual	.581	25	.023		
	Total	20.127	29			

Note:

A. Dependent Variable: Teachers' job satisfaction

B. Predictors: (Constant), (JSL) Job Satisfaction Level, (JSWR) Job Satisfaction and Working Relations, (JSS) Job Satisfaction and Supervision, (JSIFWC) Job Satisfaction and Institutional Facilities and Working Conditions, (JSSB) Job Satisfaction and Salary and Benefits of Teachers and (JSOPL) Job Satisfaction and Organizational Policy and Leadership

As seen in Table 6 above, the regression value of 19.546 represents the variation explained by the regression model. It indicates how much of the total variation in job satisfaction can be attributed to the predictors included in the model.

Residual: 0.581 value represents the variation that is not explained by the model or the error variance. It reflects how much variability remains after accounting for the predictors.

The F-statistic tests whether at least one predictor variable has a non-zero coefficient, indicating that it significantly contributes to explaining variance in job satisfaction compared to a model with no predictors. A high F value suggests that the model is significantly better than a model with no predictors.

In summary, the ANOVA results indicate that the regression model significantly explains variability in job satisfaction levels, with an F-statistic of 210.230 and a p-value of .000, which is highly significant.

This analysis provides strong support for using this regression model to understand factors influencing job satisfaction and potentially guide interventions or improvements in those areas.

Table 7: Coefficients and collinearity statistics of hygiene factors and teachers' job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients Beta	Coefficients		95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error		t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	-1.215	.269		-4.508	.000	-1.770	-.660		
WE	.368	.052	.488	7.127	.000	.262	.475	.246	4.064
IF	.620	.250	.251	2.483	.020	.106	1.134	.113	8.881
WC									
SB	.332	.097	.274	3.407	.002	.131	.532	.178	5.611
S	.043	.109	.034	.392	.698	-.182	.267	.150	6.660

Table 7 above shows the extent to which the independent variables affect the dependent variable. Institutional facilities and working conditions (IFWC), working relations (WR), and salary and benefits (SB) significantly predict teachers' Job satisfaction at $P < .005$. However, supervision (S) does not significantly predict teachers' job satisfaction as $P > .005$. Both the VIF values of all independent variables and tolerance values lie between 1 and 10. Based on the above information we can develop the expected regression model as:

$Y_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} + \beta_4 X_{i4} + \epsilon_i$ and predict the influence of each variable.

Where;

Y_i is the dependent variable (Teachers' Job Satisfaction)

$\beta_0, \beta_1,$ and β_2 are regression coefficients,

β_0 is intercept/constant,

β_1 is coefficient of X_{i1} / JSWR;

β_2 is coefficient of X_{i2} /JSIFWC;

β_3 is coefficient of X_{i3} / JSSB;

β_4 is coefficient of X_{i4} / JSS;

ϵ_i is random error;

Thus,

$Y_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} + \beta_4 X_{i4}$, since $\epsilon_i = 0$

$Y_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} + \beta_4 X_{i4}$

$JSL = -1.215 + 0.368 * JSWR + 0.620 * JSIFWC + 0.332 * JSSB$

Hence, the possible regression equation is

$\hat{Y}(JSL) = -1.215 + 0.368 * JSWR + 0.620 * JSIFWC + 0.332 * JSSB$

Depending on the coefficients of independent variables (betas), we can evaluate the contribution or influence of each variable. With respect to this, let us discuss the null and alternative hypotheses in this section. $H_0 = \beta_0 = 0$ Vs $H_1: \beta_i \neq 0$, to accept or reject the null hypothesis, we see the value of the t-test calculated and the p-values of the respective independent variables.

The t-calculated value of JSWR ($t=7.127$ at $p=0.000 < 0.05$) indicates the rejection of the null hypothesis $H_0=0$. This means the estimated beta of working relations is significantly different from zero and contributes to the development of a regression equation of job satisfaction prediction. To this end, beta $\beta_1=0.368$ of JSWR implies that the increase in working relations causes an increase in teachers' job satisfaction.

We also see the same thing on JSIFC (job satisfaction and institutional facilities and working conditions). Subsequently, the t-calculated value of JSIFC $t=2.483$ at $p<0.05$ showed that the research hypothesis (**H1 \neq 0**) is accepted and the null hypothesis (**H0=0**) is rejected. From this one can conclude that the estimated beta of JSIFWC is significantly different from zero and the contribution or influence of the variable is significant. Therefore, the beta value of 0.620 shows that the variable positively impacts teachers' job satisfaction.

Furthermore, since t-calculated shows that $t=3.407$ at $p<0.05$ for JSSB (job satisfaction in salary and other benefits), it is possible to reject the null hypothesis (**H0=0**) and conclude that the estimated beta of salary and other benefits predicts job satisfaction. To this end, the beta value of $\beta_3=0.332$ implies that an increase in salary and other benefits can cause an increase in job satisfaction.

However, we see a different picture when JSS (job satisfaction and supervision) is analyzed. The t-calculated value for JSS is $t=.392$ at $p=0.698>0.05$ and this implies the acceptance of the null hypothesis (**H0=0**) and rejection of the alternative hypothesis (**H1 \neq 0**). It can thus be concluded that the estimate beta=0.043 of job satisfaction and supervision is not significant and its influence on job satisfaction is negligible.

Thus, the regression analysis indicates that working relations (WR), institutional facilities and working conditions (IFWC), and salary and benefits (SB) significantly contribute to overall job satisfaction among teachers while supervision (S) does not have a significant impact.

To conclude, among the hygiene factors investigated, working relations (WR), institutional facilities and working conditions (IFWC), and salary and benefits (SB) of teachers were found to be the most influential variables of teachers' job satisfaction. Therefore, to improve job satisfaction in the College of Education at Hawassa University, designing strategies that can improve working conditions, facilities, working

relations and teachers' salaries, and other benefits is very important.

9

Summary, Conclusion and Recommendations

Summary of Major Findings

This study attempted to investigate the relationship between hygiene factors and teachers' job satisfaction in the College of Education at Hawassa University. To attain this objective, the following two research questions were designed.

1. What is the level of job satisfaction of teachers in the College of Education at Hawassa University?
2. To what extent do hygiene factors affect teachers' job satisfaction in the College of Education at Hawassa University?

Relevant data were collected and analyzed using appropriate methods. This yielded the following key findings.

- A. Teachers' Level of Job Satisfaction in the College of Education at Hawassa University
 - ❖ The findings show that teachers' level of job satisfaction in the college was low. The mean score of 2.11 and the standard deviation of 0.83 attests to this.
- B. The Influence of Hygiene Factors on Teachers' Job Satisfaction
 - ❖ Working relations affected teachers' job satisfaction at a moderate level. Further, relations with university management, college management, academic staff members, students, administrative staff, and staff members in teamwork all affected teachers' job satisfaction at a moderate level (overall mean=2.9000 with SD=1.10485).
 - ❖ Institutional facilities and working conditions affected teachers' job satisfaction at a low level with an overall mean of 2.1622 and SD of 0.33804. The problem of transportation, attitudes towards academic staff, provision of internet access, provision of staff

office, availability of refreshments (cafeteria, playing ground, TV, etc.), supply of teaching equipment (stationary, printers, computers, etc.) and security of staff property were sub-variables related to working conditions.

- ❖ The aggregated mean of 2.39 of teachers' job satisfaction in relation to salary and benefits was low. Teachers' job satisfaction was affected by several factors, including their current salary in relation to their workload, basic needs, economic status, experience, house and transportation allowance, and whether or not they receive legal and social benefits, in addition to health and life insurance.
- ❖ The study revealed that job satisfaction has a strong positive relationship with all hygiene factors investigated. The correlation of job satisfaction with working relations was explained by $r=0.936$ at $p<0.01$. Besides, job satisfaction as related to supervision resulted in $r=0.909$, at $p<0.01$ and $r=.934$ at $p<0.01$. This showed a significant positive relationship between the two variables. Furthermore, $r=0.904$, at $p<0.05$ explains a significant positive relationship between job satisfaction and salary and other benefits. Job satisfaction and organizational policy and leadership positively correlated with one another ($r=.896$, at $p<0.01$). Hence, the relationship between dependent and independent variables (job satisfaction and hygiene factors) was significant at $p<0.01$.
- ❖ The value of $R=0.985$, $adjR^2=0.967$ or 96.7% showed a strong relationship between the dependent variable and the independent variables. About 96.7% of job satisfaction is explained by working relations (WR), supervision(S), institutional facilities and working conditions (IFWC), salary and benefits of teachers (SB) jointly. This collective influence was significant at F test=210.230 with $p<0.05$.

The t-calculated value of WR ($t=7.127$ at $p<0.05$) indicates the rejection of the null hypothesis (**H₀=0**) and acceptance of the research hypothesis (**H₁≠0**) which means an increase in working relations causes an increase in job satisfaction of teachers. Moreover, the t-calculated JSIFC

$t=2.483$ at $p<0.05$ implies accepting $H1\neq 0$ and rejecting $H0=0$ leading¹ to the conclusion that institutional facilities and working conditions positively impact the job satisfaction level. Furthermore, since, t -calculated for JSSB (job satisfaction and salary and other benefits) was $t=3.407$ at $p<0.05$, it is understood that the null hypothesis $H0=0$ is rejected. The beta value (JSSB $\beta_3=0.332$) ensures salary and other benefits can cause an increase in the level of job satisfaction. However, the t -calculated JSS $t=.392$ at $p>0.05$ shows the acceptance of the null hypothesis ($H0=0$) and rejection of the alternative hypothesis ($H1\neq 0$). The estimate $\beta=0.043$ means that supervision does not significantly influence teachers' job satisfaction.

Conclusions

Based on the major finding the following conclusions were drawn.

The working relations, institutional facilities, working conditions, salary, and benefits of teachers are the variables that mostly affect the job satisfaction of teachers in the College of Education at Hawassa University. This has a direct impact on the teachers' work performance and prevents the realization of the vision of the University.

It was understood that hygiene factors significantly influence the job satisfaction levels of the teachers. Adequate salaries, favorable working conditions, and supportive administrative practices are crucial for preventing dissatisfaction among teachers. The findings suggest that while the hygiene factors do not directly motivate teachers, their presence is essential for fostering a positive work environment, which ultimately enhances teachers' job satisfaction and retention in the profession. Addressing these factors can lead to improved educational outcomes and teacher performance.

Recommendations

- ✚ It was found that institutional facilities and working conditions are the most influential factors in teachers' job satisfaction followed by working relations and salary and benefits. Therefore, to improve teachers' job satisfaction, designing strategies that can improve working conditions, facilities, working relations and teachers' salaries, payment, and other benefits is quite important.
- ✚ Hawassa University and the Management of the College of Education should facilitate the strategies that enhance the relationship between teachers and the university and college management, academic staff members, and administrative staff. Also, the provision of transportation service, a sense of respect for the academic staff, provision of offices and refreshments (cafeteria), supply of teaching equipment (stationery, printers, etc.), and provision of security to staff property could improve job satisfaction of teachers in working conditions.
- ✚ To improve teachers' salaries and other benefits, Hawassa University ought to revisit the existing policy in collaboration with the MoE to reduce income tax; review teachers' salary scales; provide housing and transportation allowances; reconsider teachers' career structure; and design health and life insurances schemes.
- ✚ The College of Education and Hawassa University management should work together to develop projects and funding to improve the overall campus environment and facilities to adequately support teachers' teaching and research activities. Providing appropriate resources and infrastructure is crucial for job satisfaction.
- ✚ To address teacher satisfaction, universities should offer counseling services and dedicated spaces for teachers to provide necessary psychological support and assistance. Attending to teachers' well-being is an important aspect of job satisfaction.

Limitation of the Study

3

Due to its scope being limited to the College of Education at Hawassa University, the study cannot be generalized to other institutions. Moreover, the number of participants also does not fairly reflect the overall population since the staff of the college were small in number.

Acknowledgments

The author expresses gratitude to participants from the College of Education, the Dean, Hawassa University, and all research participants for their cooperation in filling out the data and contributing to the study.

Declaration of competing interest

The authors have no conflicts of interest.

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