Haramaya University

College of Education and Behavioral Science

**Department of Educational Planning and Management**

Questionnaire to be filled by teachers

Dear Participants,

This questionnaire is designed to study the relationship of teachers’ job satisfaction and school culture. The objective of the study is purely academic. To this end, you are given an opportunity to express your opinion pertinent to the existing situation in your school. The value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. **Therefore, you are kindly requested to complete the questionnaire carefully.**

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**Direction**: - In responding to the questions please note the following.

 All question raised here have equal importance to attain the objectives of the study.

Hence, failure to complete any of them will negatively affect the overall study result.

 Writing your name in any part of the questionnaire is not necessary.

 Put “√ “marks in boxes and write your own opinion to the open questions.

**PART I: Background Information**

**Direction**: Please put a tick mark [ √ ] from the right option in the boxes provided.

1. Gender

Male  Female 

1. Age in Years

less than 25 26-30 31-35 36-40 41-45 above45

1. Educational Qualification

Certificate Diploma Degree Masters

1. Teaching Experience in Year

0-5 6-10 11 -15 16-20 21-25 above 25

5) Basic salary per month (in Birr)

less than 2000 2001-2500 2501-3000 3001-3500

* 1.  4001-4500 4501-5000 Above 5000 

6) Marital Status

Single Married Divorced Widowed

**PART II: Job satisfaction Related Factors**

**Direction:** The items indicated in the table below require the level of your job satisfaction. You are kindly requested to read each item and make a tick (√) mark on the space provided in the table that reflects the extent of your satisfaction with your job.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | **Items** | **Very Low** | **Low** | **Medium** | **High** | **Very High** |
|  | **Related with School policy & Administration** |  |  |  |  |  |
| 1 | The policies and practices towards teachers of this school |  |  |  |  |  |
| 2 | School policies and the way in which they are administered |  |  |  |  |  |
| 3 | The way teachers are informed about school policy |  |  |  |  |  |
| 4 | The way school policies are put into practice |  |  |  |  |  |
|  | **Related with Interpersonal relationship with supervisor & salary** |  |  |  |  |  |
| 5 | The way my supervisor and I understand each other |  |  |  |  |  |
| 6 | The technical “ Know-how” of my supervisor |  |  |  |  |  |
| 7 | The competence of my supervisor in making decision |  |  |  |  |  |
| 8 | The amount of pay I get for the work I do |  |  |  |  |  |
| 9 | The chance to make as much money as my friends |  |  |  |  |  |
| 10 | How my pay compares with that for similar jobs in other schools |  |  |  |  |  |
| 11 | The pay I get compared with the amount of work I do |  |  |  |  |  |
| 12 | How my pay compares with that of other workers |  |  |  |  |  |
|  | **Related with Work Condition** |  |  |  |  |  |
| 13 | The verity in my work |  |  |  |  |  |
| 14 | The number of students in your classroom |  |  |  |  |  |
| 15 | The chance to be active much of the time |  |  |  |  |  |
| 16 | The chance to do work that is well suited to my abilities |  |  |  |  |  |
| 17 | The physical surroundings where I work |  |  |  |  |  |
| 18 | The routine in my work |  |  |  |  |  |
| 19 | The pleasantness of working condition |  |  |  |  |  |
| 20 | Being able to busy |  |  |  |  |  |
|  | **Related with Interpersonal relationship with Subordinates** |  |  |  |  |  |
| 21 | The spirit of cooperation among my co-workers |  |  |  |  |  |
| 22 | The chance to develop close friendship with my co-worker |  |  |  |  |  |
| 23 | The friendliness of my co-worker |  |  |  |  |  |
| 24 | The way my co-workers get along with each other |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Items** | **Very Low** | **Low** | **Medium** | **High** | **Very High** |
|  | **Related with Job security andStatus** |  |  |  |  |  |
| 25 | My job security |  |  |  |  |  |
| 26 | The way my job provides for a secure future |  |  |  |  |  |
| 27 | How my job is steady |  |  |  |  |  |
| 28 | The social position in the community that goes with the job |  |  |  |  |  |

29) As a teacher, what are the factors that give you most job satisfaction in your school?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

30)As a teacher what are the factors that give you least job satisfaction in your school?

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31) In your view, what is the effect of lack of job satisfaction on teachers in your school?

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32) In your view what can be done to raise the job satisfaction levels of teachers in your school?

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**Part III**

**Direction:** The items indicated in the table below contains items related your school culture. You are kindly requested to read each item and make a tick (√) mark on the space provided in the table that reflects the extent of your agreement.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | **Items** | **S. agree** | **Agree** | **Neutral** | **Disagree** | **S.Disagree** |
|  | **Professional development 5** |  |  |  |  |  |
| 1 | Teachers utilize professional networks to obtain information and resources for classroom instruction. |  |  |  |  |  |
| 2 | Teachers regularly seek ideas from seminars, colleagues, and conferences. |  |  |  |  |  |
| 3 | Professional development is valued by the faculty. |  |  |  |  |  |
| 4 | Teachers maintain a current knowledge base about the teaming process. |  |  |  |  |  |
| 5 | The faculty values school improvement. |  |  |  |  |  |
|  | Collaborative leadership 11 |  |  |  |  |  |
| 6 | Leaders value teachers' ideas. |  |  |  |  |  |
| 7 | Leaders in this school trust the professional Judgments of teachers. |  |  |  |  |  |
| 8 | Leaders take time to praise teachers that perform well. |  |  |  |  |  |
| 9 | Teachers are involved in the decision-making process. |  |  |  |  |  |
| 10 | Leaders in our school facilitate teachers working together |  |  |  |  |  |
| 11 | Teachers are kept informed on current issues in the school. |  |  |  |  |  |
| 12 | My involvement in policy or decision making is taken seriously. |  |  |  |  |  |
| 13 | Teachers are rewarded for experimenting with new ideas and techniques. |  |  |  |  |  |
| 14 | Leaders support risk-taking and innovation in teaching. |  |  |  |  |  |
| 15 | Administrators protect instruction and planning time. |  |  |  |  |  |
| 16 | Teachers are encouraged to share ideas. |  |  |  |  |  |
|  | **Teacher collaboration 6** |  |  |  |  |  |
| 17 | Teachers have opportunities for dialogue and planning-across grades and subjects. |  |  |  |  |  |
| 18 | Teachers spend considerable time planning together. |  |  |  |  |  |
| 19 | Teachers take time to observe each other teaching. |  |  |  |  |  |
| 20 | Teachers are generally aware of what other teachers are teaching. |  |  |  |  |  |
| 21 | Teachers work together to develop and evaluate programs and projects. |  |  |  |  |  |
| 22 | Teaching practice disagreements are voiced openly and discussed. |  |  |  |  |  |
|  | **Unity of purpose 5** |  |  |  |  |  |
| 23 | Teachers support the mission of the school. |  |  |  |  |  |
| 24 | The school mission provides a clear sense of direction for teachers. |  |  |  |  |  |
| 25 | Teachers understand the mission of the school. |  |  |  |  |  |
| 26 | The school mission statement reflects the values of the community. |  |  |  |  |  |
| 27 | Teaching performance reflects the mission of the school. |  |  |  |  |  |
|  | **Learning partnership 4** |  |  |  |  |  |
| 28 | Teachers and parents have common expectations for student performance. |  |  |  |  |  |
| 29 | Parents trust teachers' professional judgments. |  |  |  |  |  |
| 30 | Teachers and parents communicate frequently about student performance. |  |  |  |  |  |
| 31 | Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments. |  |  |  |  |  |
|  | **Collegial support 4** |  |  |  |  |  |
| 32 | Teachers trust each other. |  |  |  |  |  |
| 33 | Teachers are willing to help out whenever there is a problem. |  |  |  |  |  |
| 34 | Teachers' ideas are valued by other teachers. |  |  |  |  |  |
| 35 | Teachers work cooperatively in groups. |  |  |  |  |  |

===========**THANKS**===========