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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING TEACHERS' JOB SATISFACTION IN GOVERNMENTAL PREPARATORY SCHOOLS OF YEKA SUB-CITY

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DECLARATION

This thesis represents my own original work, has not been submitted for a degree at any other institution, and all materials referenced in the thesis have been properly cited.

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ACRONYMS

BA	Bachelor of Arts
BSc	Bachelor of Science
ESDA	Education Sector Development Programs
FGD	Focus Group Discussion
MA	Master of Arts
MSc	Master of Science
PTSA	Parent-Teacher-Student Association
RII	Relative Importance Index
SPSS	Statistical Package for the Social Sciences
VSO	Voluntary Service Overseas

ABSTRACT

This study aimed to investigate the factors affecting job satisfaction among teachers working in government preparatory schools within Yeka Sub-City, Addis Ababa City Administration. To effectively address the research objectives, the study employed a mixed-methods approach, integrating both quantitative and qualitative data collection techniques. There were seven preparatory schools in Yeka sub-city; all of them (100%) were selected for the study. The target population of the study included preparatory school teachers, school principals, education experts from the sub-city, and members of the parent-teacher-student association (PTSA). Among the total population, 194 teachers and 18 PTSA members were chosen through a simple random sampling method, while 7 principals and 3 sub-city education experts were selected using purposive sampling. Data collection involved self-administered questionnaires completed by 175 teachers, structured interviews with 6 school principals and 3 education experts, and a focus group discussion held with 18 PTSA members. The Statistical Package for Social Sciences (SPSS) version 26 was used to analyze the data. The study's findings showed that a substantial number of teachers experience low job satisfaction, with 74.4% reporting dissatisfaction. The findings showed that teachers were intrinsically dissatisfied due to certain factors, such as lack of timely feedback and recognition from supervisors, which emerged as a major sources of dissatisfaction. Additionally, the findings showed that teachers were extrinsically dissatisfied with factors such as low salary and poor working conditions, with teachers saying concern about inadequate compensation and insufficient facilities. The statistical results of correlation and regression analysis revealed a strong positive relationship between intrinsic motivators and teachers' job satisfaction, particularly achievement and opportunities for professional growth. Conversely, increasing responsibility without corresponding support negatively impacted job satisfaction. The key recommendations to improve teacher job satisfaction included improving the recognition system, revising the salary structure, advancing school infrastructure , encouraging teamwork, and encouraging participatory management.

Key words: ***Job satisfaction, Yeka sub city, Intrinsic factors, Extrinsic factors, Preparatory school***

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education plays a pivotal role in societal development by transmitting knowledge and values across generations (Butler and Shibaz, 2014, P.45). Teachers are central to this process, as their attitudes and job satisfaction significantly influence the quality of education delivered. However, in Ethiopia, teachers often report dissatisfaction with their jobs, which undermines their effectiveness and negatively impacts educational outcomes (Desta, 2014, P.112).

Job satisfaction, as defined by Locke (1976, p. 1300), is "a positive feeling that comes from evaluating one's job." Similarly, Weiss (2002, p. 174) described it as "a positive (or negative) judgment someone makes about their job or job situation." Scholars like Mullins (2005, P. 56) differentiate job satisfaction from intrinsic motivation, viewing it as an internal attitude shaped by various factors such as work environment, relationships, and compensation (George & Jones, 2008, p. 89). These perspectives highlight the complex nature of job satisfaction as it pertains to teaching professionals.

Yeka Sub-City, located in Addis Ababa, Ethiopia, provides a microcosm for examining these dynamics. The sub-city hosts nine governmental preparatory schools, which are vital in preparing students for higher education. These schools cater to a diverse student population of 4,218 and employ 728 teachers, whose job satisfaction is crucial for meeting the schools' educational objectives (Addis Ababa Education Bureau, 2017, P. 22). Despite their critical role, these schools face several challenges, including declining student performance in national exams and high teacher attrition rates. Between 2008 and 2010 E.C., nearly 50 teachers left their posts, primarily due to dissatisfaction with salaries, administrative inefficiencies, and inadequate facilities (Desalegn, 2019, p. 78).

To address such challenges, the Ethiopian government has implemented various reforms, including the Education and Training Policy (1994) and the Education Sector Development Programs (ESDPs). These initiatives aim to improve the education system by enhancing teacher recruitment, training, and retention. However, studies suggest that these efforts have not sufficiently addressed the root causes of teacher dissatisfaction. Factors such as limited career advancement opportunities, insufficient professional recognition, and low financial

compensation continue to affect teacher morale and performance (Alemu, 2016; P. 34, Desta, 2014, P. 115).

While prior research has explored teacher motivation in different Ethiopian regions, there remains a gap in understanding the specific challenges faced by teachers in Yeka Sub-City. Alemu (2016, P. 45) investigated motivational barriers in Bole Sub-City, highlighting issues such as a lack of professional freedom and inadequate rewards. Similarly, Desta (2014, P. 118) focused on external factors influencing job satisfaction in the Southern Nations. However, these studies often overlooked the nuanced interplay of intrinsic and extrinsic variables and lacked a localized focus on preparatory schools.

Therefore, this study was conducted to identify factors that affected teachers' job satisfaction in governmental preparatory schools of Yeka sub-city.

1.2 Statement of the Problem

Teachers' job satisfaction is widely recognized as a critical determinant of educational quality and system effectiveness. Dissatisfaction among teachers can have far-reaching consequences, leading to absenteeism, reduced productivity, and high turnover rates. This, in turn, compromises student performance, erodes educational standards, and undermines efforts to achieve sustainable development goals in education (Babbie, 2016, P. 201). Despite various interventions, teacher dissatisfaction remains a significant concern in Ethiopia, particularly in Yeka Sub-City.

In Yeka Sub-City, nine governmental preparatory schools serve as critical institutions for bridging the gap between secondary and higher education. However, these schools face considerable challenges related to teacher retention, workload, and motivation. According to the Yeka Sub-City Education Office, 49 teachers left their posts between 2008 and 2010 E.C. High attrition rates have been attributed to factors such as low salaries, lack of career advancement opportunities, and inadequate working conditions (Desalegn, 2019, P. 79). These challenges have not only strained the remaining workforce but also contributed to declining student performance in national exams, signaling a broader systemic issue.

While previous studies have shed light on the broader challenges faced by teachers in Ethiopia, gaps remain in understanding the specific factors affecting teacher satisfaction in Yeka Sub-City. For instance, Alemu (2016, P. 46) explored motivational challenges in Bole Sub-City and identified issues such as a lack of professional autonomy and recognition.

Similarly, Desta (2014, P.120) examined the external factors influencing teacher job satisfaction in the Southern Nations, emphasizing the impact of financial constraints and poor working conditions. However, these studies often adopt generalized approaches that fail to capture the localized and context-specific issues faced by teachers in Yeka Sub-City.

Moreover, existing research has largely focused on either intrinsic or extrinsic factors in isolation, neglecting the nuanced interplay between these variables. Intrinsic factors, such as personal achievement and a sense of purpose, are often overlooked in favour of examining extrinsic variables like salaries and facilities. This lack of a holistic approach limits the applicability of research findings and hinders the development of comprehensive strategies to improve teacher satisfaction.

The persistent issues in Yeka Sub-City's educational landscape underscore the urgent need for targeted research that examines both intrinsic and extrinsic factors. This study aims to bridge this gap by adopting a mixed-methods approach to investigate the underlying causes of teacher dissatisfaction in governmental preparatory schools. By analysing demographic variables, work conditions, and motivational factors, the research seeks to provide a comprehensive understanding of the challenges faced by teachers in this Sub-city.

Addressing these challenges was critical for enhancing teacher morale, retention, and overall effectiveness. By identifying actionable solutions, this study contributed to broader efforts aimed at improving the quality of education and achieving sustainable development goals in Ethiopia's education sector. The findings also served as a valuable resource for policymakers, educators, and stakeholders seeking to create a more conducive and rewarding work environment for teachers.

1.3 Research Questions

The study aimed to answer the following research questions:

1. What is the current level of job satisfaction among teachers in governmental preparatory schools of Yeka Sub-City?
2. How do intrinsic factors (e.g., recognition, professional growth) influence teachers' job satisfaction?
3. How do extrinsic factors (e.g., salary, working conditions) affect teachers' job satisfaction?

1.4 Objectives of the Study

The study has both general objective and specific objectives as stated below.

1.4.1 General Objective

The general objective of the study was to assess the factors that affected teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa.

1.4.2 Specific Objectives

The specific objectives of the study were the following:

1. To assess the current level of job satisfaction among teachers in governmental preparatory schools.
2. To identify the influence of intrinsic factors on teachers' job satisfaction.
3. To evaluate the impact of extrinsic factors on teachers' job satisfaction.

1.5 Hypothesis of the study

1. H1: Intrinsic factors such as recognition and professional growth significantly influence teachers' job satisfaction.
2. H2: Extrinsic factors such as salary and working conditions have a significant impact on teachers' job satisfaction.

1.6. Scope of the study

This study was geographically delimited to examine factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City. The study focused on identifying intrinsic and extrinsic factors that influence teacher job satisfaction, including aspects such as work environment, compensation, recognition, and career advancement opportunities. Geographically, the study was conducted within Yeka Sub-City, Addis Ababa, and included teachers working in the nine governmental preparatory schools located in this Sub-city. Participants included teachers and school administrators, who provided valuable insights into the determinants of job satisfaction specific to this study.

1.7 Significance of the Study

This study was significant for multiple stakeholders in the education sector. For educational planners, the findings offered valuable insights to design strategies aimed at enhancing teacher satisfaction and improving retention rates.

School administrators benefited from understanding how to create supportive and engaging work environments that foster teacher morale. Policy makers gained evidence-based

recommendations to address systemic issues, enabling them to develop policies that prioritize teacher welfare and professional growth.

Finally, teachers and students experienced direct benefits as increased job satisfaction among educators was likely to improve teaching quality and, in turn, student outcomes. By addressing the factors that influenced job satisfaction, this study aimed to contribute meaningfully to the broader goal of improving educational quality and outcomes in Yeka Sub-City.

1.8 Limitations of the Study

While this study provided valuable insights into the factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka sub-city**,** several limitations were encountered during the research process.

One of the major limitations was time constraints, which posed challenges in balancing data collection with other academic responsibilities. To mitigate this, the researcher utilized weekends and non-working hours to conduct interviews and distribute questionnaires. Another significant limitation was that the study encountered financial limitations, which narrowed the scope of data collection and restricted access to some resources that could have enhanced the analysis.

In addition, some respondents were reluctant to complete the questionnaires, and a few others declined to participate in interviews. Moreover, some of the respondents did not carefully read the questions, so the researcher had to personally assist and guide them.

1.9 Organization of the Study

The concluding paper of this research is structured into five sections. The first chapter focuses on the introduction, which encompasses the study background, the problem statement, research questions, both general and specific objectives, the significance of the research, the scope of the study, the limitations encountered, and the organization of the paper. Chapter two reviews literature that is relevant and related to the topic. This section evaluates both theoretical frameworks and empirical studies that are connected to the research. The third chapter outlines the methodology utilized in the research. It includes a description of the research area, the research design, the approach taken, the target population, sampling methods, the research instruments, the questionnaire administration, and the techniques for data analysis. Chapter four includes the collection, analysis, and discussion of the data gathered during fieldwork. The last chapter provides a summary of the findings, draws conclusions, and offers recommendations.

1.10 Operational Definition of Terms

In this study, key terms are defined according to their context and relevance to the research objectives.

Job satisfaction: a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience (Locke 1979).

Job dissatisfaction is the degree to which employees dislike their work (Spector, 1997).

Salary: the regular fixed amount of monetary compensation an individual receives in exchange for their work and is a key component of total rewards, influencing employee motivation and retention (Armstrong 2006).

Professional development opportunity: opportunities provided to employees for improving their skills, knowledge, and qualifications through training, workshops, certifications, and educational programs. It is a critical factor in enhancing individual and organizational performance (Guskey 2000).

Administrative support: the assistance provided by school administrators, managers, or leaders to support staff in achieving organization goals, often including resources, guidance, and effective communication. Strong administrative support has a linkage with teachers satisfaction and organizational trust (Tschannen-Moran and Hoy 2001).

Student behaviour: The actions and conduct of students within educational settings, which is an integral factor in classroom management and educational success (Marzano et al. 2003).

Motivation: a feeling of interest or commitment that makes somebody want to do something.

Secondary school: a structural system that includes general secondary education (Grades 9 and 10) and preparatory education (Grades 11 and 12) (MoE).

Intrinsic factors: are internal job factors that urge the employees to strive for better achievements and lead to job satisfaction and higher motivation (Balkin, Cardy, and Gome Mejia, 2003).

Extrinsic factors: reflect outcomes generated by performing the job and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

CHAPTER TWO

2. Literature Review

2.1 Theoretical Literature

2.1.1 Job Satisfaction

Job satisfaction is an internal term that has to do with how an individual feels doing his or her job, despite the fact that many external variables may have played a role in it. In other words, a variety of things affect how satisfied someone is with his job (Zhu, 2013). Job satisfaction is the feeling of accomplishment and success a worker has while working. Job satisfaction results from doing work that one loves, doing it well, and doing it with all of one's heart while earning enough money to support oneself.

Job satisfaction is an individual's emotional response to their job, influenced by various factors such as working conditions, compensation, and relationships. Locke (1976) defined job satisfaction as "a positive emotional state resulting from the appraisal of one's job or job experiences." Similarly, Weiss (2002) emphasized that job satisfaction is a judgment reflecting positive or negative perceptions of one's work. Mullins (2005) further explained that while intrinsic motivation stems from personal fulfilment, job satisfaction is shaped by both internal and external factors, including career advancement opportunities, relationships, and financial rewards.

Several theories have been developed to explain job satisfaction, including Maslow's Hierarchy of Needs and Herzberg's Two-Factor Motivation Theory. Both provide insights into what drives employee satisfaction and motivation, particularly in the teaching profession.

2.1.1.1 Maslow's Hierarchy of Need

Maslow's (1954) Hierarchy of Needs is a widely recognized framework for understanding motivation and job satisfaction. It posits that individuals are motivated by five levels of needs, ranging from basic physiological survival to self-actualization. In the context of teaching, job satisfaction is closely tied to:

Physiological Needs – Adequate salaries and benefits to meet teachers' basic living requirements.

Safety Needs – Job security, stable employment, and a safe working environment.

Belongingness and Love Needs – Supportive relationships with colleagues, students, and school administrators.

Esteem Needs – Recognition for achievements, opportunities for professional growth, and respect from peers.

Self-Actualization Needs – The ability to innovate in teaching, pursue professional growth, and make meaningful contributions to students' lives.

Maslow's theory suggests that fulfilling these needs progressively leads to greater job satisfaction. However, in the context of governmental preparatory schools in Yeka Sub-City, teachers often struggle to meet even their basic physiological and safety needs due to low salaries and poor working conditions, leading to dissatisfaction.

2.1.1.2 Herzberg's Two-Factor Motivation Theory

Herzberg (1966) introduced the Two-Factor Motivation Theory, which categorizes workplace factors into two groups: **motivators (satisfiers)** and **hygiene factors (dissatisfiers)**.

1. Motivators (Satisfiers)

Motivators are intrinsic factors that lead to job satisfaction by fulfilling individuals' psychological needs for growth and achievement. These include:

Achievement – Teachers who perceive that they are making a meaningful impact in their students' lives tend to experience higher job satisfaction. The sense of accomplishment in helping students succeed is a major motivator.

Recognition – Acknowledgment from school leadership, students, or the community enhances teachers' morale and encourages continued effort.

Work Itself – The nature of teaching, which involves creativity, engagement with students, and problem-solving, can be intrinsically rewarding.

Responsibility – When teachers are given autonomy in their instructional methods and decision-making, they are more likely to feel empowered and satisfied.

Opportunities for Growth – Professional development programs, career advancement options, and skill enhancement opportunities contribute to sustained motivation and long-term satisfaction.

2. Hygiene Factors (Dissatisfiers)

Hygiene factors, while not necessarily motivating in themselves, are essential in preventing dissatisfaction. If these factors are inadequate or absent, teachers are likely to experience dissatisfaction. These include:

Salary – Compensation plays a critical role in teacher satisfaction. In Ethiopia, low salaries have been cited as a major cause of dissatisfaction (VSO, 2008).

Working Conditions – Poor infrastructure, lack of teaching materials, and overcrowded classrooms can lead to frustration and demotivation.

Administrative Support – Strong leadership, clear communication, and supportive school policies significantly impact job satisfaction.

Interpersonal Relationships – Positive relationships among colleagues, students, and administrators create a conducive work environment and enhance morale.

Job Security – Teachers who feel uncertain about their job stability may experience stress and decreased motivation.

Herzberg's theory suggests that improving hygiene factors can reduce dissatisfaction, but true motivation comes from enhancing the motivators. In the context of teachers in governmental preparatory schools of Yeka Sub-City, addressing both intrinsic and extrinsic factors is essential for creating a more satisfying and motivating work environment.

Job satisfaction is a complex emotional response influenced by multiple factors, including intrinsic and extrinsic elements. Understanding these factors is crucial for improving teachers' motivation and overall job satisfaction.

2.1.2 Intrinsic Factors Affecting Job Satisfaction

Job satisfaction is influenced by a variety of factors, some of which are intrinsic—that is, they originate from inside the individual and are linked to their own special experiences and viewpoints in the workplace (Goetz et al., 2012). Employees who feel intrinsic satisfaction are better able to assume leadership roles inside the organization (Akosile & Ekemen, 2022). The job itself, the autonomy and respect it provides, personal development, success, recognition, involvement in decision-making, personal engagements, accepting responsibility, engagement in management, allowing for self-creativity, and allowing the person to use his skills and abilities freely are just a few examples of intrinsic factors that contribute to job satisfaction (Schanz et al., 2023; Baroudi et al., 2022; Ahmed et al., 2010). The amount of enthusiasm and commitment a person exhibits can have a significant impact on how content he is with his job (Lee & Kim, 2023).

Intrinsic factors are internal motivators that stem from personal fulfilment and the inherent enjoyment of the job itself. Herzberg's Two-Factor Theory categorizes these as "motivators" that include achievement, recognition, responsibility, and opportunities for growth. These factors are directly related to the nature of the work and are critical for fostering satisfaction in teaching.

1. **Achievement and Recognition**: Teachers who feel a sense of accomplishment and receive acknowledgment for their contributions tend to be more satisfied. Recognition from colleagues, administrators, and the community enhances their morale (Herzberg, 1966). This recognition can manifest in various forms, including awards, public acknowledgment, and informal praise, which collectively contribute to a positive work environment.
2. **Autonomy and Professional Freedom**: Teachers who are given the freedom to innovate and make decisions regarding their teaching methods report higher job satisfaction. This aligns with Deci & Ryan's (1985) Self-Determination Theory, which emphasizes autonomy as a key driver of motivation. The ability to tailor lessons to meet students' needs fosters a sense of ownership over their work.
3. **Personal Development Opportunities**: Access to professional development and skill-building opportunities contributes significantly to teacher satisfaction. Educators value opportunities to enhance their knowledge and advance their careers (Mullins, 2005). Professional development programs that are relevant and accessible can lead to increased job satisfaction and retention.
4. **Work Itself**: The nature of teaching, including interaction with students and the ability to make a difference, provides intrinsic satisfaction. Teachers who perceive their roles as meaningful and impactful are more likely to remain committed to the profession (Bennell & Akyeampong, 2007). The emotional rewards derived from students' success and engagement are powerful motivators.

Intrinsic factors such as achievement, recognition, autonomy, and opportunities for personal development significantly influence teachers' job satisfaction. These elements foster a sense of fulfilment and commitment to the teaching profession.

2.1.3 Extrinsic Factors Affecting Job Satisfaction

Extrinsic factors have a considerable impact on job satisfaction (Alenazy et al., 2023; Mafini & Dlodlo, 2014). Extrinsic job satisfaction factors are those that relate to the environment around an individual. These are the characteristics of a job that significantly influence how content and motivated an employee is. Feeling valued by co-workers and organizational management, laws and regulations, management style, organizational structure, receiving enough pay and benefits, job security, learning opportunities, and career progression are core factors affecting job satisfaction (Baroudi et al., 2022).

Extrinsic factors are external motivators that influence job satisfaction indirectly. According to Herzberg, these "hygiene factors" include salary, working conditions, and administrative support. While their presence does not necessarily lead to satisfaction, their absence can cause dissatisfaction.

1. **Compensation and Benefits**: Adequate financial rewards and benefits are fundamental to ensuring teacher satisfaction. In Ethiopia, insufficient salaries have been a major source of dissatisfaction, leading to high turnover rates (VSO, 2008). Competitive salaries and benefits packages are essential for attracting and retaining qualified teachers.
2. **Working Environment**: Safe, resourceful, and supportive working environments are critical. Teachers in poorly maintained schools with limited resources often experience frustration, negatively impacting their satisfaction (Gedefaw, 2012). The physical environment, including classroom conditions and access to teaching materials, plays a significant role in teacher motivation.
3. **Administrative Support**: Effective leadership and support from school administrators foster a positive work environment. Conversely, bureaucratic inefficiencies and lack of recognition contribute to dissatisfaction (Alemu, 2016). Supportive administration can enhance teachers' sense of belonging and value within the school community.
4. **Relationships with Colleagues and Students**: Positive interpersonal relationships within the workplace enhance satisfaction. Teachers who feel respected and valued by their peers and students are more motivated and engaged in their roles (Babbie, 2016). Collaborative environments that promote teamwork and mutual respect contribute to higher job satisfaction.

Extrinsic factors such as compensation, working conditions, administrative support, and interpersonal relationships play a significant role in influencing teachers' job satisfaction. Addressing these factors is essential for improving overall motivation levels among educators.

2.2 Empirical Literature

Alemu (2016) investigated the motivational challenges faced by teachers in Addis Ababa's Bole Sub-City, highlighting a lack of recognition, limited professional freedom, and inadequate rewards as key demotivators. Similarly, Desta (2014) found that external factors

such as low salaries and poor working conditions were more significant than internal factors in influencing job satisfaction among teachers in Southern Nations.

In Yeka Sub-City, teacher attrition rates have risen due to dissatisfaction with compensation, limited career growth, and inadequate administrative support (Desalegn, 2019). These findings align with broader national trends indicating that Ethiopian teachers are often dissatisfied with their socio-economic status, which undermines their motivation and performance (VSO, 2008).

Wisniewski and Gargiulo (1997) found that high attrition rates among teachers in the United States were linked to job dissatisfaction stemming from low salaries, lack of professional autonomy, and poor working conditions. In Sub-Saharan Africa, Bennell and Akyeampong (2007) identified similar challenges, emphasizing the role of socio-economic factors and community attitudes toward teaching.

Rose Kalage (2016) examined teacher motivation in Tanzania and identified poor working environments, inadequate recognition, and delays in promotions as significant demotivators. These issues resonate with those faced by Ethiopian teachers, highlighting the universality of challenges in the teaching profession in developing countries.

Empirical studies consistently highlight the importance of addressing both intrinsic and extrinsic factors to enhance teacher satisfaction. Intrinsic motivators, such as recognition and professional development, foster long-term commitment, while extrinsic factors, such as improved salaries and better working conditions, address immediate needs. Female teachers and those with longer experience tend to report higher satisfaction levels, indicating that demographic factors also play a role (Alemu, 2016; Gedefaw, 2012).

Empirical literature underscores the significance of both intrinsic and extrinsic factors in shaping teachers' motivation and job satisfaction. Addressing these factors is crucial for enhancing teacher retention and improving educational outcomes.

2.2.1 Comparative Studies on Teacher Job Satisfaction

Comparative studies across various contexts provide valuable insights into the factors influencing teacher job satisfaction. For instance, research conducted in developed countries often highlights the importance of professional development and collaborative work environments (Ingersoll, 2001). In contrast, studies in developing nations, including Ethiopia, underscore the critical role of financial compensation and basic working conditions (VSO, 2008).

In a comparative analysis of teacher job satisfaction in different cultural contexts, Liu and Onwuegbuzie (2012) found that while intrinsic factors such as job satisfaction and professional growth are universally important, the weight of extrinsic factors varies significantly. In high-income countries, teachers often prioritize professional development opportunities and work-life balance, whereas in low-income settings, basic needs such as salary and job security take precedence.

Additionally, a study by Skaalvik and Skaalvik (2017) revealed that teachers in countries with strong support systems and resources reported higher levels of job satisfaction and motivation. This suggests that systemic factors, including government policies and educational infrastructure, play a crucial role in shaping teacher motivation across different contexts.

Comparative studies reveal that while intrinsic factors are universally valued, the significance of extrinsic factors varies by context. In developing countries, financial compensation and basic working conditions are paramount, while in developed nations, professional development and work-life balance are prioritized.

2.2.2 The Role of Leadership in Teacher Job Satisfaction

Leadership plays a pivotal role in influencing teacher motivation and job satisfaction. Effective school leaders create a supportive environment that fosters collaboration, professional growth, and recognition. According to Leithwood and Jantzi (2000), transformational leadership practices positively impact teachers' job satisfaction by promoting a shared vision and encouraging professional development.

1. **Vision and Direction**: School leaders who articulate a clear vision and set high expectations for teaching and learning can inspire teachers to strive for excellence. A strong vision fosters a sense of purpose and belonging among educators, enhancing their commitment to the school community (Leithwood & Jantzi, 2000).
2. **Supportive Environment**: Leaders who prioritize teacher well-being and provide necessary resources contribute to a positive work environment. This includes offering professional development opportunities, recognizing teachers' efforts, and addressing their concerns (Harris & Spillane, 2008).
3. **Empowerment and Involvement**: Involving teachers in decision-making processes and empowering them to take ownership of their work enhances their motivation.

When teachers feel valued and heard, their job satisfaction increases, leading to improved performance (Gordon, 2005).

4. **Feedback and Recognition**: Constructive feedback and recognition of teachers' achievements are essential for maintaining motivation. Leaders who regularly acknowledge teachers' contributions foster a culture of appreciation, which positively impacts job satisfaction (Day et al., 2009).

Leadership significantly influences teacher job satisfaction. Effective school leaders create supportive environments, articulate clear visions, empower teachers, and provide recognition, all of which contribute to enhanced motivation and commitment.

2.2.3 The Impact of Socio-Economic Factors on Teacher Job Satisfaction

Socio-economic factors play a crucial role in shaping teachers' job satisfaction. In developing countries like Ethiopia, economic instability, low salaries, and inadequate funding for education can severely impact teachers' morale and commitment to their profession.

1. **Economic Stability**: Economic conditions in a country directly affect teachers' salaries and job security. In Ethiopia, teachers often face financial hardships due to low salaries, which can lead to decreased motivation and increased turnover rates (VSO, 2008).
2. **Access to Resources**: The availability of educational resources, such as teaching materials and technology, is essential for effective teaching. Teachers in under-resourced schools often experience frustration, which negatively impacts their job satisfaction (Gedefaw, 2012).
3. **Community Support**: The socio-economic status of the community surrounding a school can influence teachers' motivation. Communities that value education and support teachers can enhance job satisfaction, while those that do not may contribute to feelings of isolation and demotivation (Bennell & Akyeampong, 2007).
4. **Government Policies**: National policies regarding education funding and teacher salaries significantly impact motivation. Policies that prioritize teacher welfare and professional development can lead to increased job satisfaction, while neglect can have the opposite effect (UNESCO-II CBA, 2017).

Socio-economic factors, including economic stability, access to resources, community support, and government policies, significantly impact teachers' job satisfaction. Addressing these factors is essential for improving the overall educational environment.

2.2.4 Future Directions for Research on Teacher Job Satisfaction

Future research on teacher job satisfaction should explore several emerging areas to deepen understanding and inform policy.

1. **Longitudinal Studies**: Conducting longitudinal studies can provide insights into how teachers' job satisfaction evolve over time and the long-term effects of various intrinsic and extrinsic factors on job satisfaction.
2. **Cultural Contexts**: Research should consider the influence of cultural contexts on teacher job satisfaction. Understanding how cultural values and beliefs shape teachers' perceptions of their roles can inform targeted interventions.
3. **Impact of Technology**: The integration of technology in education presents both challenges and opportunities for teacher motivation. Future studies should examine how technology affects teachers' job satisfaction and engagement.
4. **Teacher Well-Being**: Exploring the relationship between teacher well-being and motivation can provide valuable insights into how to support educators effectively. Research should focus on mental health, work-life balance, and stress management.
5. **Policy Analysis**: Analysing the impact of specific educational policies on teacher motivation can help identify best practices and areas for improvement. This research can guide policymakers in creating supportive environments for educators.

Future research on teacher motivation should focus on longitudinal studies, cultural contexts, and the impact of technology, teacher well-being, and policy analysis. These areas will provide valuable insights for enhancing teacher motivation and job satisfaction.

2.3 Conceptual framework of the study

The conceptual framework of this study illustrated the relationship between intrinsic and extrinsic factors and their influence on teachers' job satisfaction**.** In this framework, job satisfaction is considered the dependent variable**,** while intrinsic and extrinsic factors served as the independent variables**.**

1. Intrinsic Factors (Motivators)

Intrinsic factors, as outlined in Herzberg's Two-Factor Theory, were internal motivators that contributed to job satisfaction. These included:

Achievement – Teachers' sense of accomplishment and impact on student success.

Recognition – Acknowledgment from school leadership, students, and colleagues.

Responsibility – The level of autonomy teachers had in decision-making and instructional methods.

Opportunities for Growth – Access to professional development, career advancement, and training programs.

When these factors were present, teachers were more likely to be motivated, engaged, and satisfied with their work. However, a lack of these intrinsic factors resulted in lower morale and decreased commitment to the profession.

2. Extrinsic Factors (Hygiene Factors)

Extrinsic factors, also known as hygiene factors, did not necessarily increase motivation but prevented dissatisfaction if adequately addressed. These included:

Salary – Adequate compensation was essential for financial security and job satisfaction.

Working Conditions – The availability of resources, class sizes, and infrastructure.

Administrative Support – The effectiveness of leadership, school policies, and communication.

In the context of governmental preparatory schools in Yeka Sub-City, these factors play a critical role in shaping teacher satisfaction. For example, inadequate salaries and poor working conditions were identified as key causes of dissatisfaction among Ethiopian teachers.

3. Relationship Between Factors and Job Satisfaction

The framework suggested that while hygiene factors (extrinsic) could reduce dissatisfaction, they did not necessarily enhance motivation. On the other hand, motivators (intrinsic) were essential for fostering long-term commitment and enthusiasm in teachers. Therefore,

addressing both intrinsic and extrinsic factors was necessary for improving job satisfaction and reducing teacher attrition in Yeka Sub-City's preparatory schools.

This study applied the conceptual framework in Fig. 2.1 to assess how both intrinsic and extrinsic factors influenced teachers' job satisfaction. The findings helped identify key areas where improvements could be made to enhance teacher motivation, retention, and overall educational quality in governmental preparatory schools of Yeka Sub-City.

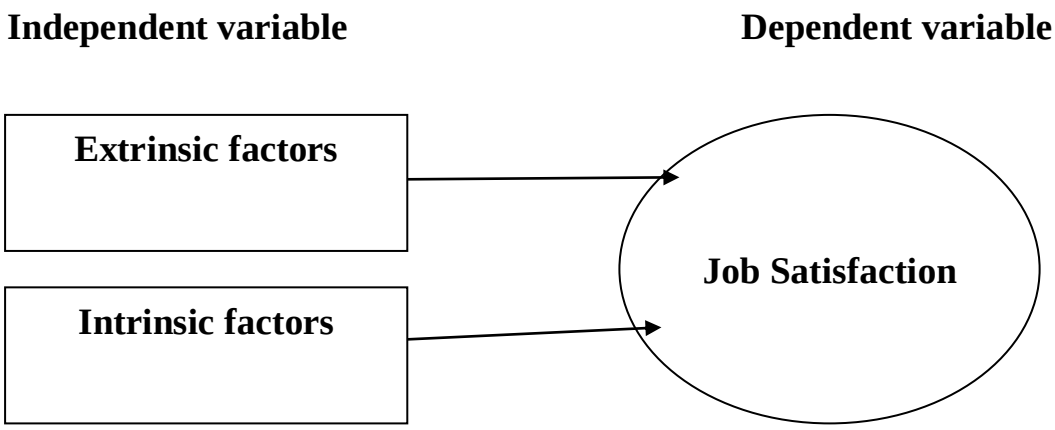

Figure 2.1: Conceptual framework of the study

CHAPTER THREE

Research Methodology

3. Introduction

Effective research work requires the development of an appropriate research methodology. This chapter's primary goal is to provide an explanation of the framework used to conduct the study. Consequently, the methodology that the researcher used to carry out this study is covered in this chapter. The study area description, research design, research approaches, target population, sampling technique, sample size, data source and collection methods, and data analysis method were thus described.

3.1 Study Area Description

The study was conducted in Yeka Sub-City**,** which is one of the eleven administrative divisions within Addis Ababa. Geographically, Yeka is in the northern part of the city and shares borders with Bole Sub-City to the south**,** Lemi Kura to the east**,** the Oromia Region to the north**,** and Arada and Gullele Sub-Cities to the west**.** According to projections by the Central Statistical Agency (CSA, 2017)**,** the sub-city had an estimated population of 355,473 in 2017. In terms of topography, the elevation in Yeka Sub-City varies between 2,100 and 3,000 meters above sea level**.** Geographically, it was bounded by latitude 9º 01' 11"–9º 03' 23"N and longitude 38º 46' 39"–38º 51' 21"E, covering a total area of 82.8 km² (Figure 3.1).

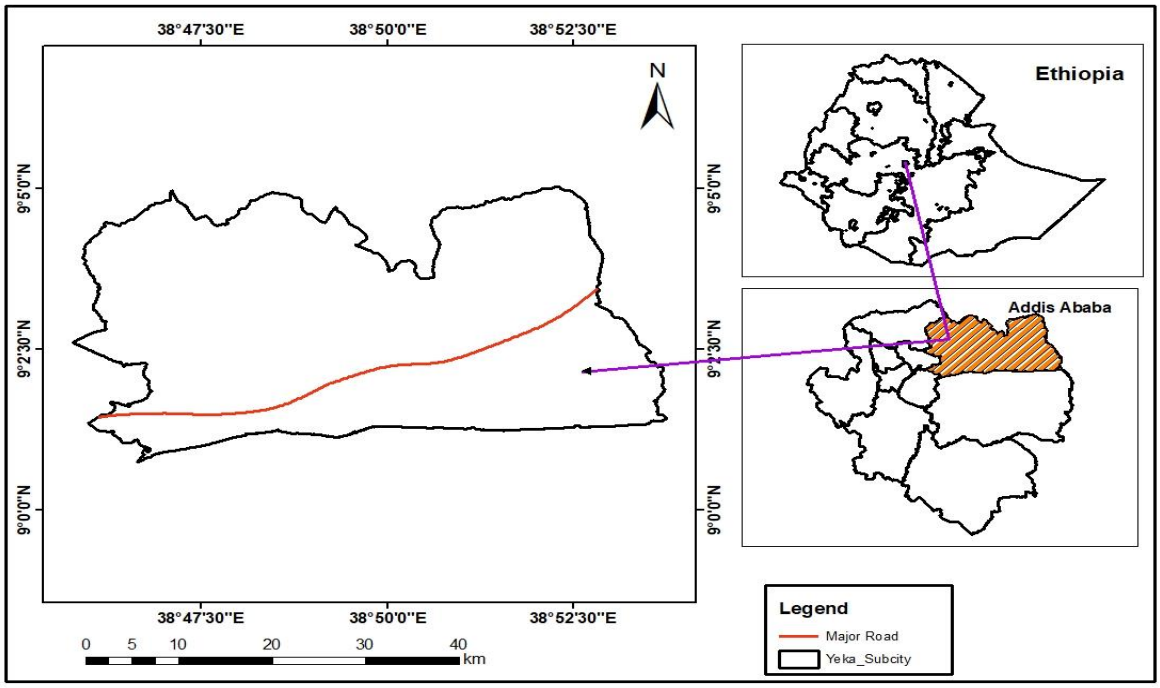

Figure 3.1: Location map of the study area (Yeka Sub-City)

3.1 Research Design

The research design acted as a strategic blueprint that directed the study in its pursuit of answering the research questions. It was crucial for setting clear goals, deciding on methods for data collection, addressing ethical issues, and recognizing possible limitations (Saunders et al., 2016).

In this educational research, a descriptive survey methodology was employed to effectively assess the factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City of Addis Ababa. The choice of a descriptive survey design was motivated by its strength in providing a comprehensive overview of the then-current situation regarding factors affecting teachers' job satisfaction. This design was particularly suitable for educational research as it allowed for the exploration of "who," "what," and "where" questions, which were pivotal in understanding the dynamics of factors affecting teachers' job satisfaction. Surveys are popular as they allow the collection of large size quantitative or qualitative data from a sizeable population in a highly economical way. The study described and critically investigated factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-city

3.2 Research approach

Both qualitative and quantitative research approaches were used to achieve the study's objective. Interview and observation were the qualitative research approach of data gathering tools used in the study.

Yin (2013) stated that a quantitative research method was suitable for generating statistics form a large scale research through using data collection methods such as questionnaires. Quantitative research involved analysis of quantifiable data that is often measurable, and it was based on some quantitative measurement of characteristics. To extract relevant quantitative data from the study population both open ended and closed ended questioners were used.

3.3 Sources of data

Both primary and secondary data sources were used in this study. The primary data were collected from the samples of teachers, principals, PTSA, and sub-city educational experts. The secondary data were collected from journals, previous studies conducted on related topics, reports, and government institutions/Addis Ababa Education Bureau and were used in the study.

3.4 Target population, Sampling Technique and Sample Size

3.4.1 Target population

The entire group of people, things, or events that the researcher wants to examine is referred to as the population (Sekaran and Bougie, 2010). This study examined factors affecting teachers' job satisfaction in Addis Ababa's Yeka Sub-city government preparatory schools. The Addis Ababa Education Bureau reported that Yeka Sub City had seven preparatory schools. The study's target population comprised 376 teachers of grades 11 and 12, 7 principals of Yeka Sub City's preparatory schools, 18 members of the Parent Teacher Student Association (PTSA), and 3 sub-city educational experts. All of Yeka Sub City's government preparatory schools were included in the study's target group.

Concerning the sample size of the schools, since the numbers of government preparatory schools were very small, from a total of 7 government preparatory schools, all preparatory schools (100%) were selected.

The seven preparatory schools included in the study were Karalo, Higher-12, Kokobe Tsibah, Birhan Guzo, Tsefa Birhan, Millinnim, and Dejazmach Wondrad preparatory school.

3.4.2 Sampling Technique and Sample Size

Sampling refers to the practice of selecting a subset from a larger population to serve as a representative of the entire group. It involves choosing a number of individuals or items in such a way that the sample accurately reflects the key characteristics of the whole population (Orodho, 2009).

The study employed both probability and non-probability sampling techniques to collect relevant information for the study. To select participants, the study employed a simple random sampling method targeting Grade 11 and 12 teachers. The process involved assigning each individual on the sampling frame a unique identification number, followed by a random selection using a lottery technique. Samples were drawn one at a time without replacement, ensuring each participant had an equal chance of being chosen, and the selection continued until the required sample size was achieved. A 95% confidence level and a 5% margin of error were applied, enhancing the statistical reliability and representativeness of the sample in relation to the broader population.

The sample frame of the study involved a list of all 11-12 teachers (376) teaching in Yeka Sub-city preparatory schools by the 2024/2025 academic year.

The total sample size of 11-12 teachers was determined using Yamane's 1967 sample size determination formula (Cohen, 2007).

$n = N / (1 + Ne^2)$

Where,
n= sample size

N= known population size

e= error level (5%)

n Yamane = $N / (1 + Ne^2)$

= 376/ (1+376*0.0025)

= 194

In general, the study selected 194 preparatory school teachers.

The study also employed non-probability sampling methods to select preparatory school principals, Parent Teacher Student Association (PTSA) members, and Sub-city educational experts. A non-probability sampling provided an information-rich case study in which it enabled the exploration of the research question and allowed for gaining theoretical insight (Saunders M et al., 2009). Creswell (2012) explained that in a non-probability sample, respondents were selected based on their convenience and availability.

Preparatory school principals, parent-teacher-student associations (PTSAs), and Sub-city educational experts (supervisors) were selected by using purposive sampling techniques. According to Creswell (2012), purposive sampling respondents were chosen based on their convenience and availability.

Table 3.1 : The population and sample size summary

No	Participants (cluster)	Population	Sample	Percent	Sampling Techniques	Data gathering Tools
1.	Karalo	58	30	51.7	Simple random sampling	Questionnaire
2.	Higher-12	51	26	50.9	Simple random sampling	Questionnaire
3.	Kokobe Tsibah,	87	45	51.7	Simple random sampling	Questionnaire
4.	Birhan Guzo,	34	18	52.9	Simple random sampling	Questionnaire
5.	Tsefa Birhan	43	22	51.2	Simple random sampling	Questionnaire
6.	Millinnim,	44	23	52.3	Simple random sampling	Questionnaire
7.	Dejazmach Wondrad	59	30	50.8	Simple random sampling	Questionnaire
2.	Preparatory school principals	7	7		Purposive sampling	Interview
3.	Parent teacher student association (PTSA)	18	18 PTSA members in 3 schools (6X3=18)		Simple random sampling	Focus group discussion (FGD) in 3 schools
4.	Sub-city educational experts (supervisors)	3	3		Purposive sampling	Interview
5	Total participants	404	222			

In general, the study took 404 samples out of which 222 respondents were selected for the study.

3.5 Instruments for Data Collection

Various tools were used to gather relevant data for the study. As a result, pertinent data was gathered through an interview and questionnaire.

3.5.1. Questionnaire

In this research, a questionnaire was utilized to collect data from the sample participants, specifically targeting preparatory school teachers in Yeka Sub-city. The questionnaire comprised both closed and open-ended questions and was written in English. Its structure was aligned with the study's objectives, divided into five sections. The first section gathered

demographic information, while the subsequent sections (two through five) presented the main questions of the study. These questions were framed as statements using a five-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). The use of Likert scales was based on the premise that they yield interval data, allowing for various statistical analyses, including mean, standard deviation, frequencies, and percentages.

3.6 Data Quality Assurance

The researcher carried out a pilot study to assess the instrument's quality for gathering data. By doing this, the validity and reliability of the study's instrument were guaranteed.

3.6.1 Pilot Test

Before the administration of the questionnaires to the main sample respondents, a pilot test was conducted to assess the reliability and validity of the research instruments. This initial testing phase was crucial for evaluating the sequence, wording, and structure of the questions to ensure they effectively capture the intended data.

The pilot test was carried out on two preparatory schools in Yeka Sub-city, Kokobe Tsibah and Dejazmach Wondrad. These schools were chosen using simple random sampling techniques. Conducting the pilot test in these schools allowed for a more comprehensive understanding of the questionnaire's effectiveness among different teaching contexts.

The pilot test was conducted on a total of 30 government preparatory school teachers not included in the study sample in Yeka Sub-city: 15 teachers from Kokobe Tsibah and 15 from Dejazmach Wondrad. These respondents were chosen using simple random sampling. After collecting data from these respondents, necessary revisions were made on certain questions included in the questionnaire based on the respondents' feedback given in order to ensure the validity and reliability of the questionnaire.

3.6.2 Reliability of the Instrument

According to Bougie and Sekaran (2010), an effective instrument must consistently measure what it is intended to assess. This consistency can be evaluated through a reliability test, which determines the validity of the survey data. Internal consistency reliability was assessed using Cronbach's Coefficient Alpha. During the pilot test, respondents were invited to provide feedback on the questionnaire, with most comments focusing on the clarity of the items. As a result, the researcher revised several items to enhance their comprehensibility. Additionally, the reliability of the questionnaire was confirmed to ensure it consistently measured the intended constructs. The analysis employed the Statistical Package for Social Science (SPSS) version 26, confirming that Cronbach's alpha coefficients above 0.7 are generally considered acceptable.

Table 3.2 presents the reliability statistics for assessing the factors influencing teachers' job satisfaction in governmental preparatory schools in Yeka Sub-City, Addis Ababa. The Cronbach's alpha values for each variable indicate a strong level of internal consistency, with the scale consisting of a total of 48 items.

Table 3.2: Reliability Test

Reliability statistic	**No of Items**	**Cronbach's Alpha result**
Overall Job Satisfaction Levels	5	0.89
Intrinsic Factors Affecting Job Satisfaction		
Achievement	5	0.941
Recognition	5	0.956
Responsibility	5	0.952
Opportunities for Growth	5	0.975
Extrinsic Factors Affecting Job Satisfaction		
Salary	6	0.969
Working Conditions	3	0.953
Administrative Support	6	0.973
Interpersonal Relationships	8	0.979

3.6.4 Validity of the Instrument

The researcher sent the draft questionnaire to the research advisor and experienced colleagues for evaluation in order to ensure the validity of the research instrument. They assessed the questions' appropriateness to make sure that every item aligned with the objectives and inquiries of the study. Additionally, the pilot test's insights were applied to improve the questionnaire items' clarity and relevance. Through both face and content validity, this procedure validated the questionnaire's validity.

3.6.5 Interview

A semi-structured interview was used to collect data from preparatory school principals and three sub-city educational experts (one supervisor from one school). Interviews were used to cross-check the information gathered through the questionnaire and to provide an opportunity for data triangulation for which interviews were considered. The interview had two sections. the first section contained an interview for school principals. Section two included an interview for sub-city educational experts. The semi-structured interview design facilitated in-depth discussions that uncovered the nuances of factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa.

Interviews were conducted in both Amharic and English based on participants' preferences and were recorded, transcribed, and analysed to ensure accurate and systematic processing of qualitative data. This approach complemented the questionnaire data and enabled triangulation, which enhanced the credibility and reliability of the research findings.

3.6.6 Focus Group Discussion

Focus group discussion (FGD) was employed for parent-teacher-student associations (PTSAs) in three schools (each group consisted of 6 PTSA members in one school). Focus groups were used to learn about the viewpoints and experiences of PTSA on factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. In this study, the information gained from 18 PTSAs was collected by FGDs. The FGD was conducted in Amharic and English.

3.7 Methods of Data Analysis

Descriptive statistics were employed to analyse the data, utilizing the Statistical Package for Social Science/IBM SPSS Statistics 26 software, which is regarded as an effective tool for data analysis. The Relative Importance Index (RII) method was applied to evaluate responses concerning the rating and significance of each variable based on the identified mean scores.

This method facilitated the generation of scores for the variables to analyse and rank the factors influencing teachers' job satisfaction, assessing each factor's level using a five-point Likert scale. The study incorporated both descriptive and inferential statistical techniques to present and interpret the data gathered from participants regarding various factors affecting teachers' job satisfaction in governmental preparatory schools in Yeka Sub-City, Addis Ababa. Descriptive analysis involved calculating means, standard deviations, frequencies, and percentages. Inferential statistical methods, including correlation and multiple regression analysis, were used to explore the relationships and effects between the two variables with SPSS version 26.

The data analysis employed descriptive and inferential statistics to determine how independent variables impact dependent variables, ultimately leading to recommendations based on the findings from the analysis.

3.7.1 Model Specification

Multiple regression analysis is used to understand how one or more predictor variables influenced the independent variable. That is, this analysis enabled us to understand the extent to which the independent variables affected the prediction of the dependent variable. Thus, a multiple regression model was applied in the present study to assess factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. In this regard, the factors (intrinsic factors: achievement, recognition, responsibility, and opportunities for growth and extrinsic factors: salary, working conditions, administrative support, and interpersonal relationships) were the independent variable, while job satisfaction was the dependent variable.

The multiple regression equation for predicting the dependent variable (Y) can be expressed as follows:

$$Y= \alpha + \beta1X1 +\beta2X2 +\beta3X3 + \beta4X4 + \beta5X5+ \beta6X6 + \beta6X7+ \beta6X8+ \varepsilon$$

Where:

- Y = Dependent Variable (JS),
- α = Intercept /Constant/
- β1-β6= Coefficient of Independent Variable (CTT)
- X1 = Independent Variable (achievement)
- X2 = Independent Variable (recognition)
- X3 = Independent Variable (responsibility)

- X4 = Independent Variable (opportunities for growth)
- X5 = Independent Variable (salary)
- X6 = Independent Variable (working conditions)
- X7 = Independent Variable (administrative support)
- X8 = Independent Variable (interpersonal relationships)
- ε = Error Term

3.8 Ethical consideration

The researcher gave the participants an explanation of the study's objectives and benefits before beginning any research. Additionally, the participants received assurances that the data they provided would be kept private and used only for this specific research topic. They were also told that their identities would be kept anonymous while the data was being analysed and reported. Consequently, the participants gave their permission to participate in the study voluntarily.

CHAPTER FOUR

Data Analysis, Interpretation and Discussion

4. Introduction

The objective of the current study was to assess the factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-city.

A total of 194 questionnaires were distributed for sample respondents to generate the necessary data, from which 175 questionnaires were found to be effective for analysis. Descriptive research designs were employed on data collected from the sample respondents to generate evidence that helped to address the basic research questions. The section that follows presents the analysis of the result from descriptive statistics, correlation analysis, and regression analysis.

4.1 Reponses Rate

Guaranteeing a higher response rate is among the efforts a researcher has to make to ensure the quality data necessary for any type of analysis. In the current study, a total of 194 questionnaires were administered to the target respondents, and from the 194 questionnaires addressed to sample respondents, 179 (92.27%) questionnaires were filled in and returned to the researcher. Among the 179 questionnaires, 175 (90.21%) were correctly filled in, while the remaining 4 (2.06%) were returned with incomplete responses, and the remaining 15 (7.73%) were not returned. Overall, the study has managed to assure a 90.21% response rate. Literature on such a subject reveals that a response rate of 90.21% for the data-gathering instrument is considered a complete response (Saunders et al. 2016).

In addition, out of the 7 principals selected for interviews, 6 (5 male and 1 female) participated. Of the 18 parent-teacher student associations sampled for interviews, 16 (14 male and 2 female) responded. Finally, out of the 3 sub-city education experts sampled for interviews, 3 (2 male and 1 female) were interviewed regarding the factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa.

4.2 Demographic Profile of Respondents

For this study, the first section of the survey questionnaire provides the demographic profile of the respondents to be used as a building frame for the interpretation of the results. The respondent's profile was organized in terms of sex, age, marital status, education level, field of specialization, workload, monthly gross salary, additional benefits received, work

experience, and current career level. The result of this demographic presentation was stated below using descriptive statistics analysis in the form of frequencies and percentages.

Table 4.1: Respondents demographic profile

Variable	**Respondents**	
	Government preparatory school teachers	
Sex	**F**	**%**
Male	148	84.6
Female	27	15.4
Total	**175**	**100**
Age		
<30	63	36.0
>30	112	64.0
Total	**175**	**100**
Marital status		
Married	101	57.7
Single	67	38.3
Divorced	5	2.9
Widowed	2	1.1
Total	**175**	100
Educational level		
BA/BSc/Bed	144	82.3
MA/MSc	31	17.7
Total	**175**	**100**
Field of specialization		
Natural science	96	54.9
Social science	79	45.1
Total	**175**	**100**
Workload (Periods per Week)		
>15	71	40.6
<15	104	59.4
Total	**175**	**100**

Monthly Gross Salary		
7,934-9,645	31	17.7
9,645-11,634	53	30.3
11,634-12,765	48	27.4
12,765-13,998	43	24.6
Total	**175**	**100.0**
Work experience		
> 5years	32	18.3
<5years	143	81.7
Total	**175**	**100**
Current Career Level		
Beginner teacher and Junior teacher	31	17.7
Teacher and Higher teacher	57	32.6
Associate teacher and Lead teacher	46	26.3
Higher leader teacher I- III	41	23.4
Total	**175**	**100**

Table 4.2 presents the demographic and professional characteristics of the government preparatory school teachers of Yeka Sub city who participated in the study. A total of 175 government preparatory school teachers participated in the study. Analysis of the demographic profile revealed a significant gender imbalance, with the majority of respondents being male (84.6%, n = 148), and only a small proportion female (15.4%, n = 27). Regarding age distribution, most teachers (64.0%, n = 112) were above 30 years, while those under 30 years constituted 36.0% (n = 63) of the sample. This suggests that a substantial segment of the workforce comprises individuals with potentially greater life and professional experience.

In terms of marital status, 57.7% (n = 101) of the participants reported being married, 38.3% (n = 67) were single, 2.9% (n = 5) were divorced, and 1.1% (n = 2) were widowed. The majority of married teachers may have preferences for work-life balance and related institutional provision needs.

Educational qualification data indicated that a vast majority (82.3%, n = 144) held a bachelor's degree (BA/BSc/Bed), while the remaining 17.7% (n = 31) possessed a master's degree (MA/MSc). This demonstrates that most teachers meet the minimum academic qualification required for secondary-level instruction.

With respect to specialization, the teaching staff was fairly balanced between natural sciences (54.9%, n = 96) and social sciences (45.1%, n = 79). This distribution reflects a relatively even representation of content areas within the educational workforce. Analysis of weekly teaching load revealed that 59.4% (n = 104) of the teachers handled fewer than 15 periods per week, whereas 40.6% (n = 71) taught more than 15 periods. The difference in workload may be attributable to changes in subject requirements or administrative assignment practices.

Monthly gross salary figures were grouped into four brackets. The major proportion of respondents (30.3%, n = 53) earned between 9,645 and 11,634 Ethiopian Birr (ETB), followed by 27.4% (n = 48) earning between 11,634 and 12,765 ETB, 24.6% (n = 43) within the 12,765–13,998 ETB range, and 17.7% (n = 31) in the bottommost income bracket of 7,934–9,645 ETB. These figures suggest a moderately dispersed income structure among the teaching staff.

Work experience data indicated that a dominant share of the workforce (81.7%, n = 143) had less than five years of experience, whereas only 18.3% (n = 32) had more than five years of teaching experience. This trend highlights the relatively young nature of the workforce, potentially reflecting recent recruitment drives or high turnover rates. In terms of career level, 32.6% (n = 57) were categorized as "Teacher and Higher Teacher," followed by 26.3% (n = 46) as "Associate and Lead Teacher," 23.4% (n = 41) as "Higher Leader Teacher I–III," and 17.7% (n = 31) as "Beginner and Junior Teacher." This career stratification shows that a substantial number of teachers have advanced beyond entry-level positions, pointing to active career progression pathways within the system.

4.3 Overall Job Satisfaction Levels among Teachers in governmental preparatory schools

Table 4.4: Overall job satisfaction level among teachers

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
I feel underappreciated and unrecognized for my efforts at work.	175	14	35	8	89	29	0.70	3.48	3.17	1
My current job fails to meet most of my expectations	175	18	39	11	83	24	0.66	3.32	3.04	2
I often feel unmotivated and uninterested in my daily job tasks	175	21	42	15	78	19	0.64	3.18	2.91	3
I feel dissatisfied and unfulfilled by the work I do	175	24	43	17	74	17	0.62	3.09	2.84	4
Overall, I am dissatisfied with my current job position.	175	26	46	23	66	14	0.59	2.98	2.72	5

Table 4.3 shows the overall job satisfaction among teachers in governmental preparatory schools of Yeka Sub-City, Addis Ababa. Responses were measured using a five-point Likert scale, where 1 represented “Highly Dissatisfied” and 5 indicated “Highly satisfied.” Among the five items, the statement **“**I feel underappreciated and unrecognized for my efforts at work” recorded the highest RII value (0.70) and the highest mean score (M = 3.48, SD = 3.17)**,** ranking first among dissatisfaction indicators. This suggests that a significant number of teachers perceive a lack of acknowledgment and appreciation, making it the most prominent source of dissatisfaction in their professional experience.

The second most reported dissatisfaction factor was “My current job fails to meet most of my expectations” (RII = 0.66, M = 3.32). This implies a misalignment between teachers' initial expectations and the reality of their roles and working conditions, which may contribute to decreased morale and commitment over time.

The statement “I often feel unmotivated and uninterested in my daily job tasks” ranked third (RII = 0.64, M = 3.18), reflecting emotional disengagement and possible burnout among a portion of the teaching staff. Similarly, the item “I feel dissatisfied and unfulfilled by the work I do” (RII = 0.62, M = 3.09) was also notable, suggesting that the intrinsic value derived from teaching is diminishing for some educators.

Lastly, the overall perception captured by the statement “Overall, I am dissatisfied with my current job position” received the lowest RII (0.59) and mean score (M = 2.98)**.**

The interview results from teachers and principals consistently indicated that teachers feel “depressed,” “careless,” and “unsupported,” primarily due to low monthly salaries, a lack of student motivation, and insufficient recognition. Sub-city experts acknowledged that teachers are “not well satisfied” and emphasized that this issue “requires serious follow-up and improvement.”

4.4 Intrinsic Factors Affecting Job Satisfaction

This section of the study, the independent variables achievement, recognition, responsibility and opportunities for growth were discussed.

4.4.1 Achievement

Under this sub-variable there were five interrelated statements that show whether the phenomenon exists or not. The statements are I feel dissatisfied when my students perform poorly, a lack of positive attitude from students lowers my job satisfaction, I feel unappreciated when my supervisors do not value my contributions, receiving little or no timely feedback from supervisors affects my satisfaction negatively and I feel unrewarded for the efforts and quality of my work. The analysis and discussions are presented as follows.

Table 4.2: Respondents response on achievement related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
I feel dissatisfied when my students perform poorly.	175	33	34	15	72	21	0.62	3.08	1.36	4
A lack of positive attitude from students lowers my job satisfaction.	175	33	49	11	63	19	0.58	2.92	1.35	5
I feel unappreciated when my supervisors do not value my contributions	175	22	31	13	77	32	0.67	3.38	1.31	3
Receiving little or no timely feedback from supervisors affects my satisfaction negatively.	175	12	23	9	88	43	0.74	3.73	1.17	1
I feel unrewarded for the efforts and quality of my work.	175	15	31	16	74	39	0.70	3.52	1.25	2

Table 4.4 showed the mean score, standard deviation (Std.Dev.), relative importance indices(RII) and ranks of the above five achievement related intrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Abab. As shown in the above table receiving little or no timely feedback from supervisors affects my satisfaction negatively was ranked first by all groups of respondents, with a mean score of equal to 3.73 and with a weighted average RII equal to 0.74.

I feel unrewarded for the efforts and quality of my work was ranked second for all respondents, with a mean score of equal to 3.52 and with a weighted average RII equal to 0.70. According to Price (2012), teachers' sense of achievement is closely tied to acknowledgment from both supervisors and peers. When such efforts go unnoticed, it can significantly undermine professional identity and motivation. I feel unappreciated when my supervisors do not value my contributions was ranked third by all survey respondents, with a mean score of equal to 3.08 and with a weighted average RII equal to 0.67. This is consistent with findings by Palmero et al. (2022), who argue that recognition from supervisors significantly mediates the relationship between achievement motivation and teacher performance. I feel dissatisfied when my students perform poorly was ranked fourth by all survey respondents, with a mean score of equal to 3.32 and with a weighted average RII equal to 0.62. A lack of positive attitude from students lowers my job satisfaction was ranked

fifth by all survey respondents, with a mean score of equal to 2.92 and with a weighted average RII equal to 0.58.

The interview results from teachers and principals emphasized that lack of constructive feedback and performance acknowledgment significantly lowered their morale. Respondents expressed frustration with supervisors who fail to recognize good work or provide timely evaluations. As one principal noted, "Teachers are working hard, but no one seems to notice." PTSA members echoed this sentiment, stating that they rarely see any form of formal or informal reward given to teachers, even when students perform well. The findings suggest that achievement-related satisfaction is closely tied to recognition and feedback mechanisms. The lack of immediate, meaningful acknowledgment from supervisors and the emotional toll of student underperformance contribute directly to dissatisfaction. These findings are in line with studies that affirm the motivational role of timely appraisal in maintaining teaching efficacy.

4.4.2 Recognition

Table 4.3: Respondents response on recognition related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
I do not receive enough recognition from school management.	175	11	25	21	81	37	0.72	3.62	1.15	1
Lack of appreciation from students and parents affects my job satisfaction	175	14	27	19	84	31	0.70	3.52	1.18	2
Inadequate recognition from supervisors decreases my job satisfaction.	175	23	31	26	68	27	0.65	3.26	1.29	3
I rarely get recognition from the Parent-Student-Teacher Association.	175	35	38	31	55	16	0.58	2.88	1.30	5
I am dissatisfied that government media rarely acknowledges teachers' efforts.	175	25	34	29	61	26	0.63	3.17	1.30	4

Table 4.5 showed the mean score, standard deviation (Std.Dev.), relative importance indices (RII) and ranks of the above five recognition related intrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. As shown in the above table I do not receive enough recognition from school management was ranked

first by all groups of respondents, with a mean score of equal to 3.62 and with a weighted average RII equal to 0.72.

Lack of appreciation from students and parents affects my job satisfaction was ranked second for all respondents, with a mean score of equal to 3.52 and with a weighted average RII equal to 0.70. Raymond (2018) found that perceived lack of appreciation from parents and students is a key factor contributing to emotional exhaustion and decreased job engagement, especially in under-resourced schools.

Inadequate recognition from supervisors decreases my job satisfaction was ranked third by all survey respondents, with a mean score of equal to 3.26 and with a weighted average RII equal to 0.65. I am dissatisfied that government media rarely acknowledges teachers' efforts was ranked fourth by all survey respondents, with a mean score of equal to 3.17 and with a weighted average RII equal to 0.63. I rarely get recognition from the Parent-Student-Teacher Association was ranked fifth by all survey respondents, with a mean score of equal to 2.88 and with a weighted average RII equal to 0.58. This is supported by Aung (2019), who found that teacher satisfaction in Myanmar was significantly influenced by both formal and informal recognition from community stakeholders, including PSTA.

During interviews, teachers and principals repeatedly emphasized the absence of formal recognition systems within schools. Teachers shared that they rarely receive verbal or written appreciation. PTSA members acknowledged that most parents do not engage with teachers, nor do they express gratitude or provide support, creating a sense of professional isolation. Recognition is a central driver of job satisfaction, and its absence leads to emotional exhaustion. Both the numerical data and stakeholder narratives underscore that teachers feel undervalued. This aligns with global research showing that workplace recognition is a low-cost yet high-impact strategy for retaining talent and increasing motivation.

4.4.3 Responsibility

Table 4.4: Respondents response on responsibility related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
I feel limited in my autonomy as a teacher.	175	21	33	23	65	33	0.67	3.32	1.30	1
I am not empowered to make meaningful decisions in my classroom.	175	22	35	26	61	31	0.65	3.25	1.31	2
I feel dissatisfied when I have little control over my work.	175	29	38	25	59	24	0.61	3.06	1.33	3
I am rarely encouraged to try new and improved teaching methods.	175	31	35	31	57	21	0.60	3.01	1.31	4
I do not feel satisfied when I am unable to support students beyond class time.	175	33	36	33	55	18	0.59	2.94	1.30	5

Table 4.6 showed the mean score, standard deviation (Std.Dev.), relative importance indices(RII) and ranks of the above five responsibility related intrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Abab. As shown in the above table I feel limited in my autonomy as a teacher was ranked first by all groups of respondents, with a mean score of equal to 3.32 and with a weighted average RII equal to 0.67. I am not empowered to make meaningful decisions in my classroom was ranked second for all respondents, with a mean score of equal to 3.25 and with a weighted average RII equal to 0.65. This aligns with the findings of Shroff, Trent, & Ng (2013), who emphasized that decision-making power is a predictor of both teacher confidence and work satisfaction. Teachers involved in meaningful decision-making processes are more likely to feel a sense of ownership over their work, which reinforces their identity and morale. I feel dissatisfied when I have little control over my work was ranked third by all survey respondents, with a mean score of equal to 3.06 and with a weighted average RII equal to 0.61. I am rarely encouraged to try new and improved teaching methods was ranked fourth by all survey respondents, with a mean score of equal to 3.01 and with a weighted average RII equal to 0.60. Ozdil et al. (2023) noted that restrictive environments inhibit innovation, which can diminish intrinsic satisfaction and hinder instructional adaptability. I do not feel satisfied when I am unable to support students beyond class time

was ranked fifth by all survey respondents, with a mean score of equal to 2.94 and with a weighted average RII equal to 0.59.

The interview results from teachers reported feeling that they are not included in decision-making processes and are given little freedom to innovate in teaching. Principals admitted that policy directives often limit teachers' autonomy. Sub-city education experts noted that school governance remains top-down, with minimal delegation of responsibility. Teachers perceive a lack of autonomy as demeaning and dis-empowering. Without involvement in curriculum design, policy implementation, or school decision-making, their professional identity is undermined. This gap between responsibility and control is a notable driver of dissatisfaction.

4.4.3 Opportunities for growth

Table 4.5: Respondents response on opportunities for growth related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
I lack access to relevant professional development opportunities	175	15	21	11	86	42	0.75	3.68	1.21	1
My job offers few chances for career progression.	175	18	24	13	83	37	0.71	3.55	1.25	2
I am unhappy with how teachers are evaluated.	175	21	25	16	78	35	0.69	3.46	1.29	3
I feel my job does not help me grow professionally.	175	27	27	25	63	33	0.65	3.27	1.35	5
I am dissatisfied due to limited opportunities to reach my full potential.	175	23	22	33	71	26	0.66	3.31	1.25	4

Table 4.7 showed the mean score, standard deviation (Std.Dev.), relative importance indices(RII) and ranks of the above five opportunities for growth related intrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. As shown in the above table I lack access to relevant professional development opportunities was ranked first by all groups of respondents, with a mean score of equal to 3.68 and with a weighted average RII equal to 0.75. My job offers few chances for career progression was ranked second for all respondents, with a mean score of equal to 3.55 and with a weighted average RII equal to 0.71. This aligns with the findings of Abu-Tineh et al. (2023), who observed that limited promotion opportunities in Qatari public schools

discouraged long-term commitment and led to professional dissatisfaction among educators. I am unhappy with how teachers are evaluated was ranked third by all survey respondents, with a mean score of equal to 3.46 and with a weighted average RII equal to 0.69. I am dissatisfied due to limited opportunities to reach my full potential was ranked fourth by all survey respondents, with a mean score of equal to 3.31 and with a weighted average RII equal to 0.66. Meagher (2011) confirmed that teachers who perceive opportunities for personal and professional actualization in their work report higher levels of satisfaction and organizational loyalty. I feel my job does not help me grow professionally was ranked fifth by all survey respondents, with a mean score of equal to 3.27 and with a weighted average RII equal to 0.65. Interviews with sub-city officials revealed that professional development programs exist but are inconsistently implemented and poorly funded. Teachers expressed frustration over the lack of training and promotional pathways. PTSA members also suggested that teachers need ongoing skill-building to remain motivated. Opportunities for professional growth are critically lacking, and this absence impacts long-term job satisfaction. Teachers see few prospects for promotion, specialization, or capacity-building, leading to stagnation. This suggests a need for policy revisions to ensure systematic, equitable, and needs-based professional development.

4.5 Extrinsic Factors Affecting Job Satisfaction

4.5.1 Salary

Table 4.6: Respondents response on salary related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
My salary is inadequate compared to my workload.	175	21	32	18	71	33	0.67	3.36	1.31	2
My salary does not reflect my experience level.	175	25	29	32	65	24	0.64	3.19	1.28	4
My salary does not contribute to my social status.	175	26	34	25	69	21	0.63	3.14	1.29	5
My salary has little impact on my job commitment	175	28	39	31	55	22	0.60	3.02	1.30	6
I earn less than professionals in other fields.	175	23	22	33	71	26	0.66	3.31	1.25	3
My salary does not fully cover my basic living expenses.	175	18	27	11	78	41	0.71	3.55	1.29	1

Table 4.8 showed the mean score, standard deviation (Std.Dev.), relative importance indices (RII) and ranks of the above six salary related extrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. As shown in the above table My salary does not fully cover my basic living expenses was ranked first by all groups of respondents, with a mean score of equal to 3.55 and with a weighted average RII equal to 0.71. Richardson & Watt (2016) emphasized that financial constraints, including the inability of salaries to cover basic living expenses, contribute significantly to teacher attrition and burnout. My salary is inadequate compared to my workload was ranked second for all respondents, with a mean score of equal to 3.36 and with a weighted average RII equal to 0.67. I earn less than professionals in other fields was ranked third by all survey respondents, with a mean score of equal to 3.31 and with a weighted average RII equal to 0.66. My salary does not reflect my experience level was ranked fourth by all survey respondents, with a mean score of equal to 3.19 and with a weighted average RII equal to 0.64. My salary does not contribute to my social status was ranked fifth by all survey respondents, with a mean score of equal to 3.14 and with a weighted average RII equal to 0.63. The study by Gkolia et al. (2014) highlighted how low teacher salaries not only reduce motivation but also diminish their perceived social status, negatively impacting both self-esteem and public respect. This affirms your fifth factor on the social value of salaries.

All stakeholder groups teachers, principals, sub-city experts, and PTSA members unanimously agreed that low salary is the most demoralizing factor. Teachers noted their inability to meet basic expenses, let alone engage in further study or social life. PTSA members also observed that economic hardship limits teachers' ability to participate in community events. Salary dissatisfaction is both widespread and severe**.** Teachers feel undervalued compared to other professions with similar qualifications and workloads. This finding supports the quantitative ranking and emphasizes the urgency for salary reform and budget reallocation at the sub-city level.

4.5.2 Working Conditions

Table 4.7: Respondents response on working conditions related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
My school lacks adequate facilities and infrastructure	175	31	39	33	58	14	0.58	2.91	1.26	2
I feel unsafe or uncomfortable in my working environment.	175	51	55	21	33	15	0.49	2.46	1.32	3
The lack of teaching resources affects my job satisfaction.	175	27	35	29	64	20	0.62	3.09	1.28	1

Table 4.9 showed the mean score, standard deviation (Std.Dev.), relative importance indices (RII) and ranks of the above three working conditions related extrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Abab. As shown in the above table the lack of teaching resources affects my job satisfaction was ranked first by all groups of respondents, with a mean score of equal to 3.09 and with a weighted average RII equal to 0.62. This finding aligns with Sahito and Vaisanen (2020), who found that teachers in developing contexts frequently cite insufficient teaching aids as a core demotivator impacting both instructional quality and professional morale.

My school lacks adequate facilities and infrastructure was ranked second for all respondents, with a mean score of equal to 2.91 and with a weighted average RII equal to 0.58. I feel unsafe or uncomfortable in my working environment was ranked third by all survey respondents, with a mean score of equal to 2.46 and with a weighted average RII equal to 0.49. Study by Ejimofor (2015) revealed that teachers' satisfaction is closely tied to perceptions of physical and psychological safety, with unsafe or stressful work settings correlating with absenteeism, stress, and diminished performance.

The interview results from principals show that schools lack basic infrastructure such as restrooms, teaching aids, sports fields, and even functional staff rooms. PTSA members admitted limited community involvement in improving school facilities, often due to financial constraints. Unsatisfactory working conditions negatively impact both teacher morale and instructional quality**.** The alignment between the survey data and qualitative accounts underscores the importance of improving physical infrastructure and supply chains in schools.

4.5.3 Administrative Support

Table 4.8: Respondents response on administrative support related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std. Dev	Rank
The school leadership does not evaluate my performance fairly.	175	31	36	26	61	21	0.61	3.03	1.32	4
I am dissatisfied with the school's rules and policies.	175	36	41	25	55	18	0.57	2.87	1.33	5
The leadership style at my school reduces my job satisfaction.	175	24	31	15	74	31	0.67	3.33	1.32	2
I am unhappy with how decisions are made in my school.	175	25	33	22	68	27	0.64	3.22	1.31	3
I feel unvalued by my school leaders.	175	39	43	33	46	14	0.55	2.73	1.29	6
I feel my school leaders do not treat me fairly.	175	21	29	13	77	35	0.69	3.43	1.31	1

Table 4.10 showed the mean score, standard deviation (Std.Dev.), relative importance indices (RII) and ranks of the above six administrative support related extrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. As shown in the above table I feel my school leaders do not treat me fairly was ranked first by all groups of respondents, with a mean score of equal to 3.43 and with a weighted average RII equal to 0.69. This aligns with Limon (2022), who concluded that perceptions of equity in leadership directly correlate with educators' emotional engagement and satisfaction. The leadership style at my school reduces my job satisfaction was ranked second for all respondents, with a mean score of equal to 3.33 and with a weighted average RII equal to 0.67. This is consistent with findings by Richardson & Watt (2016), who emphasized that autocratic or unsupportive leadership styles contribute to emotional exhaustion and limit teachers' willingness to remain in their positions. I am unhappy with how decisions are made in my school was ranked third by all survey respondents, with a mean score of equal to 3.22 and with a weighted average RII equal to 0.64. The school leadership does not evaluate my performance fairly was ranked fourth by all survey respondents, with a mean score of equal to 3.03 and with a weighted average RII equal to

0.61. I am dissatisfied with the school's rules and policies was ranked fifth by all survey respondents, with a mean score of equal to 2.87 and with a weighted average RII equal to 0.57.

The interview results from teachers noted that school leaders often prioritize fault-finding over supportive supervision. Sub-city experts also acknowledged gaps in leadership training, which lead to inconsistency in administrative support. Administrative practices are perceived as inequitable and unsupportive, contributing to job dissatisfaction. Interventions that promote democratic leadership, fairness, and accountability could significantly enhance satisfaction levels.

4.5.4 Interpersonal Relationships

Table 4.9: Respondents response on interpersonal relationships related factors

Statement	Obs.	1	2	3	4	5	RII	Mean	Std.	Rank
I am dissatisfied with my relationship with school management.	175	25	32	21	73	24	0.64	3.22	1.29	4
Lack of team spirit among staff reduces my satisfaction.	175	22	31	18	75	29	0.67	3.26	1.26	3
I am unhappy with my professional relationship with the school director.	175	19	17	22	78	39	0.71	3.58	1.24	2
I am dissatisfied with my relationships with fellow teachers.	175	34	36	27	59	19	0.59	2.96	1.33	5
I face challenges in maintaining positive relationships with students' parents.	175	38	40	28	52	17	0.57	2.83	1.32	6
Parents are not actively involved in their children's education.	175	39	41	31	52	12	0.55	2.75	1.28	7
I am unhappy with the nature of my relationship with students.	175	43	45	33	44	10	0.52	2.62	1.26	8
Poor relationships with colleagues negatively affect my teaching performance.	175	18	15	17	83	42	0.73	3.66	1.22	1

Table 4.11 showed the mean score, standard deviation (Std.Dev.), relative importance indices (RII) and ranks of the above eight interpersonal relationships related extrinsic factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City,

Addis Ababa. As shown in the above table poor relationships with colleagues negatively affect my teaching performance was ranked first by all groups of respondents, with a mean score of equal to 3.66 and with a weighted average RII equal to 0.73. I am unhappy with my professional relationship with the school director was ranked second for all respondents, with a mean score of equal to 3.58 and with a weighted average RII equal to 0.71, aligns with Syarif et al. (2020), who reported that supportive and respectful leadership interactions significantly enhance teacher work effectiveness. Lack of team spirit among staff reduces my satisfaction was ranked third by all survey respondents, with a mean score of equal to 3.26 and with a weighted average RII equal to 0.67. Lopes and Oliveira (2020) found that organizational culture characterized by collaboration and collective efficacy significantly boosts teacher satisfaction. I am dissatisfied with my relationship with school management was ranked fourth by all survey respondents, with a mean score of equal to 3.22 and with a weighted average RII equal to 0.64. I am dissatisfied with my relationships with fellow teachers was ranked fifth by all survey respondents, with a mean score of equal to 2.96 and with a weighted average RII equal to 0.59.

The interview results from teachers expressed concerns about workplace isolation and weak collaboration. PTSA members noted that parent-teacher engagement is low, and there is minimal coordination across the school community. Strong interpersonal relationships are a key predictor of work satisfaction, and their absence weakens collaboration, emotional resilience, and performance. Addressing this issue requires deliberate team-building efforts, conflict resolution mechanisms, and stronger school-community ties.

4.6 Correlation analysis between intrinsic related factors and job satisfaction

A correlation analysis was carried out to explore the relationship between the dependent and independent variables. This analysis aimed to assess both the direction and strength of the relationships between the independent variables—namely achievement, recognition, responsibility, and opportunities for growth—and the dependent variable, job satisfaction. To achieve this, the Pearson Correlation Coefficient was employed. The data analysis was conducted using version 26 of the Statistical Package for Social Sciences (SPSS), where the researcher coded the responses and entered them into the software for examination. Prior to conducting the main correlation analysis, it was important to outline the guidelines for interpreting the Pearson correlation results. These guidelines are summarized in Table 4.12, which provides a rule of thumb for understanding the correlation coefficients between the specified variables.

Table 4. 10: The Rule of Thumb for Correlation Coefficient

S/N	Coefficient Range	Strength of Association
1	±0.91 - ± 1.00	Very strong
2	± 0.71 - ± 0.90	High
3	± 0.41 - ± 0.70	Moderate
4	± 0.21 - ± 0.40	Small but definite relationship
5	± 0.01 - ± 0.20	Slight, most negligible

Source: Weiliang **et al.,** (2011).

The SPSS result of the Pearson correlation coefficient is presented in the Table 4.13.The discussion that follows presented analysis of the correlation coefficients.

Table 4.11 : Correlation Matrix between intrinsic related factors and job satisfaction

		Job Satisfaction	achievement	recognition	responsibility	opportunities for growth
Job Satisfaction	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	175				
achievement	Pearson Correlation	.930**	1			
	Sig. (2-tailed)	.000				
	N	175	175			
recognition	Pearson Correlation	.923**	.993**	1		
	Sig. (2-tailed)	.000	.000			
	N	175	175	175		
responsibility	Pearson Correlation	.875**	.986**	.987**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	175	175	175	175	
opportunities for growth	Pearson Correlation	.956**	.986**	.985**	.961**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	175	175	175	175	175
**. Correlation is significant at the 0.01 level (2-tailed).						

4.6.1 Relationship between achievement and job satisfaction

To examine the link between achievement and job satisfaction, the researcher conducted a correlation analysis using the Pearson correlation coefficient. This analysis focused on governmental preparatory schools in Yeka Sub-City. Table 4.13 displays the correlation results between these two variables. The R-values indicate the direction, strength, and significance of the relationship. A higher R-value signifies a stronger relationship. The double asterisk (**) denotes whether the correlation is statistically significant. According to the findings in Table 4.13, there is a very strong and statistically significant positive correlation between achievement and job satisfaction [r = 0.930, n = 175, p = 0.000]. This suggests that greater recognition of teachers' achievements is closely associated with higher levels of overall job satisfaction.

4.6.2 Relationship between recognition and job satisfaction

The study also examined the relationship between recognition and job satisfaction through a correlation analysis. Table 4.13 displays the results of this analysis. As previously explained, the correlation coefficient indicates both the direction and strength of the relationship between the independent and dependent variables. The data in Table 4.13 reveal a very strong and statistically significant correlation between recognition and job satisfaction [r = 0.923, n = 175, p = 0.000]. This strong positive correlation suggests that increased recognition from students, parents, and school leadership is closely linked to higher levels of overall job satisfaction.

4.6.3 Relationship between responsibility and job satisfaction

Table 4.13 presents the correlation between responsibility and job satisfaction. The Pearson correlation coefficient was applied to assess the monotonic relationship between these variables within governmental preparatory schools in Yeka Sub-City. The results indicate a statistically significant and strong positive correlation between responsibility and job satisfaction [r = 0.875, n = 175, p = 0.000], suggesting that increased levels of responsibility are associated with higher job satisfaction among teachers.

4.6.4 Relationship between opportunities for growth and job satisfaction

The correlation results in Table 4.13 indicate a very strong and statistically significant relationship between opportunities for growth and job satisfaction. The Pearson correlation coefficient was found to be [r = 0.956, n = 175, p = 0.000], demonstrating that greater opportunities for professional growth are closely linked to higher levels of job satisfaction among teachers.

4.7 Correlation analysis between extrinsic related factors and job satisfaction

The correlation analysis was employed to assess the direction and strength of the relationship between the independent variables—salary, working conditions, administrative support, and interpersonal relationships—and the dependent variable, job satisfaction. The Pearson Correlation Coefficient was utilized for this purpose. Table 4.14 provides a guideline for interpreting the correlation coefficients between these variables.

Table 4.12: Correlation Matrix between extrinsic related factors and job satisfaction

		Job Satisfaction	salary	working conditions	administrative support	interpersonal relationships
Job Satisfaction	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	175				
salary	Pearson Correlation	.892**	1			
	Sig. (2-tailed)	.000				
	N	175	175			
working conditions	Pearson Correlation	.839**	.963**	1		
	Sig. (2-tailed)	.000	.000			
	N	175	175	175		
administrative support	Pearson Correlation	.874**	.990**	.981**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	175	175	175	175	
interpersonal relationships	Pearson Correlation	.881**	.988**	.980**	.995**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	175	175	175	175	175
**. Correlation is significant at the 0.01 level (2-tailed).						

4.7.1 Relationship between salary and job satisfaction

A correlation analysis was conducted to examine the relationship between salary and job satisfaction among teachers in governmental preparatory schools of Yeka Sub-City. The Pearson correlation coefficient was used to assess the direction, strength, and significance of this relationship. Table 4.14 presents the correlation results, where the R-value indicates the strength and direction of the relationship, and the double asterisk (**) signifies statistical

significance. The findings show a strong and significant positive correlation between salary and job satisfaction [r = 0.892, n = 175, p = 0.000]. This suggests that increasing teachers' salaries is likely to lead to a notable improvement in their overall job satisfaction.

4.7.2 Relationship between working conditions and job satisfaction

The study also explored the relationship between working conditions and job satisfaction through a correlation analysis. Table 4.14 displays the results of this analysis. As previously noted, the correlation coefficient reflects both the direction and strength of the relationship between the independent and dependent variables. The data in Table 4.14 reveal a strong and statistically significant positive correlation between working conditions and job satisfaction [r = 0.874, n = 175, p = 0.000]. This strong correlation suggests that improving the working environment has a significant positive impact on teachers' job satisfaction.

4.7.3 Relationship between administrative support and job satisfaction

Table 4.14 presents the correlation between administrative support and job satisfaction. The Pearson correlation coefficient was used to assess the monotonic relationship between these two variables within governmental preparatory schools in Yeka Sub-City. The results indicate a strong and statistically significant positive correlation between administrative support and job satisfaction [r = 0.875, n = 175, p = 0.000], suggesting that increased support from school administration is closely associated with higher levels of teacher job satisfaction.

4.7.4 Relationship between interpersonal relationships and job satisfaction

The correlation results in Table 4.14 indicate a strong and statistically significant positive relationship between interpersonal relationships and job satisfaction. The Pearson correlation coefficient was found to be [r = 0.881, n = 175, p = 0.000], demonstrating that better interpersonal relationships are closely linked to higher job satisfaction among teachers.

4.8 Regression Analysis between intrinsic related factors and job satisfaction

As explained in the correlation analysis section, job satisfaction is significantly related to the four independent variables: achievement, recognition, responsibility, and opportunities for growth. However, correlation analysis does not indicate the extent to which these independent variables influence the dependent variable. To address this, regression analysis is more suitable. The following section will discuss the results obtained from the regression analysis.

4.8.1 Model Summary for Multiple Regressions

Multiple regression analysis was performed to determine whether the independent variables—achievement, recognition, responsibility, and opportunities for growth—can predict job satisfaction, the dependent variable. Additionally, the analysis aimed to identify which of these variables contributed most to the variation in job satisfaction. The R-squared and Adjusted R-squared values were used to measure how much of the variation in job satisfaction could be explained by changes in the independent variables.

The correlation coefficient (R) represents the overall relationship between the dependent and independent variables. According to the model summary in Table 4.15, the R-squared value is 0.950 (95.0%), indicating that these independent variables explain approximately 95% of the variance in job satisfaction, leaving only 5% unexplained by the model. The Adjusted R-squared value, which accounts for the number of predictors and sample size, is 0.949 (94.9%), confirming that the model fits well. This means that about 94.9% of the variation in job satisfaction among teachers in governmental preparatory schools of Yeka Sub-City can be attributed to changes in achievement, recognition, responsibility, and opportunities for growth, with 95% confidence. Overall, these results suggest that the regression model is both reliable and appropriate for making inferences about job satisfaction in this context.

Table 4.13: Model Summary for Multiple Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975[a]	.950	.949	.268

a. Predictors: (Constant), achievement, recognition, responsibility and opportunities for growth

b. dependent variable; job satisfaction.

4.8.2 Regression Coefficients for Multiple Regressions

As presented in Table 4.16, the intercept (constant) value is $\alpha = 0.230$. This means that when all four independent variables are zero, the predicted job satisfaction level in governmental preparatory schools of Yeka Sub-City is 0.230.

Holding the other variables constant, a one-unit increase in achievement leads to a 1.112 increase in job satisfaction. Similarly, a one-unit increase in recognition results in a 0.382 increase in job satisfaction. Interestingly, responsibility has a negative effect; a one-unit increase in responsibility corresponds to a 1.241 decrease in job satisfaction, holding other factors constant. Lastly, a one-unit increase in opportunities for growth is associated with a 0.686 increase in job satisfaction.

Based on these findings, achievement and opportunities for growth have the strongest positive impact on job satisfaction in governmental preparatory schools of Yeka Sub-City, followed by recognition. Overall, three of the four independent variables—achievement, recognition, and opportunities for growth—are significant contributors to job satisfaction in this context.

Table 4.14: Regression Coefficients for Multiple Regressions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.230	.069		3.340	.001
	achievement	1.112	.188	1.165	5.915	.000
	recognition	.382	.185	.390	2.066	.040
	responsibility	-1.241	.133	-1.351	-9.308	.000
	opportunities for growth	.686	.133	.721	5.170	.000
a. Dependent Variable: Job Satisfaction						

The del for the relationship between achievement, recognition, responsibility and opportunities for growth and project job satisfaction can be seen as:

$Y = \alpha + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \varepsilon$

Therefore, Job Satisfaction (Y) in governmental preparatory schools of Yeka Sub-City would be:

JS= 0.230 +1.112AC+ 0.352 RE+ -1.241 RES+ 0.686OFG

The coefficients presented in Table 4.16 are used to compare which of the four independent variables—achievement, recognition, responsibility, and opportunities for growth—contribute most to variations in job satisfaction. To facilitate this comparison, the standardized Beta coefficients were examined. According to the table, enhancing recognition of teachers' achievement is the strongest predictor of job satisfaction in governmental preparatory schools of Yeka Sub-City (β = 1.165, p = .000), followed by opportunities for growth (β = 0.721, p = .000) and recognition (β = 0.390, p = 0.040). Responsibility, however, is not a significant predictor of job satisfaction (β = -1.351, p = 0.000). This suggests that increased responsibilities, if not accompanied by sufficient support, recognition, or autonomy, may actually lead to decreased job satisfaction among teachers.

4.9 Regression Analysis between extrinsic related factors and job satisfaction

As explained in the correlation analysis section, job satisfaction is significantly linked to the four independent variables: salary, working conditions, administrative support, and interpersonal relationships. However, correlation analysis does not reveal the extent to which these variables influence job satisfaction. Therefore, regression analysis is a more appropriate method for examining these effects. The following section presents a discussion of the regression analysis results.

4.9.1 Model Summary for Multiple Regressions

Multiple regression analysis was carried out to examine whether the independent variables—salary, working conditions, administrative support, and interpersonal relationships—predict job satisfaction, the dependent variable. Additionally, the analysis aimed to identify which variables contributed most to variations in job satisfaction. The R-squared and Adjusted R-squared values were used to measure the proportion of variance in job satisfaction explained by changes in the independent variables.

The correlation coefficient (R) represents the overall relationship between the dependent and independent variables. According to the model summary in Table 4.17, the R-squared value is 0.808 (80.8%), indicating that these independent variables account for approximately 80.8% of the variance in job satisfaction, with 19.2% unexplained by the model. The Adjusted R-squared value, which adjusts for the number of predictors and sample size, is 0.804 (80.4%), confirming that the model fits the data well. This means that about 80.4% of the variation in job satisfaction among teachers in governmental preparatory schools of Yeka Sub-City can be explained by changes in salary, working conditions, administrative support, and interpersonal relationships, with 95% confidence. Overall, the results suggest that the regression model is both reliable and suitable for making inferences about job satisfaction in this context.

Table 4.15: Model Summary for Multiple Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899[a]	.808	.804	.524

a. Predictors: (Constant), salary, working conditions, administrative support, and interpersonal relationships

b. dependent variable; job satisfaction.

4.9.2 Regression Coefficients for Multiple Regressions

As shown in Table 4.18, the intercept (constant) value is $\alpha = 0.748$, indicating that when all four independent variables are zero, the predicted job satisfaction level in governmental preparatory schools of Yeka Sub-City is 0.748 units.

The regression results reveal that salary has a significant and strong positive effect on job satisfaction. Specifically, a one-unit increase in salary corresponds to a 0.969-unit increase in job satisfaction ($t = 3.920$, $p = 0.000$), confirming statistical significance at the 0.01 level. Similarly, interpersonal relationships also have a positive and statistically significant impact, with a coefficient of 0.906 ($t = 2.616$, $p = 0.010$), suggesting that positive social interactions among staff meaningfully enhance overall job satisfaction.

In contrast, working conditions and administrative support exhibit negative relationships with job satisfaction, with coefficients of -0.321 and -0.689, respectively. Although these standardized beta values indicate a moderate effect, their p-values (0.074 and 0.068) suggest that these relationships are not statistically significant at the conventional 0.05 level, though they are approaching significance. This may imply that poor working conditions and insufficient administrative support contribute to dissatisfaction, but their effects were not strong enough to reach statistical significance in this model.

Overall, the findings indicate that among the four variables examined, salary and interpersonal relationships are the most influential and statistically significant factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City. Conversely, while working conditions and administrative support show negative associations with job satisfaction, their effects were not significant within this analysis.

Table 4.16: Regression Coefficients for Multiple Regressions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.748	.125		5.999	.000
	salary	.969	.247	1.024	3.920	.000
	working conditions	-.321	.178	-.338	-1.799	.074
	administrative support	-.689	.375	-.744	-1.840	.068
	interpersonal relationships	.906	.346	.940	2.616	.010

a. Dependent Variable: Job Satisfaction

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

This chapter of the study deals with a summary of the major findings, conclusions drawn, and recommendations that are assumed to be useful to enhance teachers job satisfaction in governmental preparatory schools of Yeka Sub-City.

5.1. Summary of the major findings

The main purpose of this study was to assess factors affecting teachers job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. The specific objectives of the study include assessing the current level of teachers job satisfaction, identifying the influence of intrinsic factors on teachers' job satisfaction and evaluating the impact of extrinsic factors on teachers' job satisfaction. After assessing and identifying the major factors affecting teacher teachers job satisfaction, the study examined whether or not those factors contribute to significant effects on teachers job satisfaction.

To achieve this purpose, the study attempted to answer the following basic questions:

1. What is the current level of job satisfaction among teachers in governmental preparatory schools of Yeka Sub-City?
2. How do intrinsic factors (e.g., recognition, professional growth) influence teachers' job satisfaction?
3. How do extrinsic factors (e.g., salary, working conditions) affect teachers' job satisfaction?

To answer these questions, the researcher employed both quantitative and qualitative research approach techniques in data collection, analysis, and presentation. Data for the research is gathered from both primary and secondary sources.

In order to answer the research questions, sample selection was made, which involved both probability and non-probability sampling techniques. Out of the total population from all 7 preparatory schools, 194 teachers were selected by simple random sampling, 7 principals and 3 sub-city educational experts were purposively selected, and 18 parent-teacher student associations were selected through simple random sampling for the sample study.

A questionnaire was prepared and administered to 194 (100%) teachers, of which 175 (90.21%) questionnaires were returned. Interview questions were also prepared, and interviews were conducted with 6 principals and 3 sub-city educational experts. A focus group discussion was conducted with 18 parent-teacher student associations (PTSA).

To evaluate the instruments' validity and reliability, pilot testing were carried out in Kokobe Tsibah and Dejazmach Wondrad. Preparatory School by distributing draft questionnaires to 30 teachers. After analysing the data, the consistency of the instrument was calculated using Cronbach's alpha, and the value was obtained as 0.978, which indicates the instrument's good reliability. According to Del Siegle (1995), if the Cronbach's alpha value is greater than 0.8, it indicates the instrument's good reliability.

The collected data were analysed using descriptive statistics such as percentage, mean, relative importance index and standard deviation and inferential statistics such as correlation and regression. The quantitative data collected through questionnaires was analyzed using SPSS software version 26. The qualitative information from open-ended questions was analyzed in an integrated way. The data was organized using tables for presentation and interpretation.

The respondents of the study were predominantly male and over the age of 30, indicating a mature and gender-imbalanced teaching workforce. Most participants were married and held a bachelor's degree, reflecting an academically qualified group. A majority specialized in natural sciences and had less than five years of work experience, suggesting a relatively young yet capable teaching cohort. Additionally, their salaries varied across a moderate range, which may have influenced their level of job satisfaction.

The respondents' agreement levels related to their overall Job Satisfaction were analysed on a scale ranging from Highly Satisfied to Highly Dissatisfied. The overall job satisfaction among respondents was low, with the majority (76.4%) reporting dissatisfaction. Only a small fraction expressed satisfaction, resulting in a mean score of 3.69 on the five-point Likert scale.

Summary of major findings related intrinsic factors affecting job satisfaction

This study examined intrinsic factors affecting job satisfaction among teachers in governmental preparatory schools in Yeka Sub-City, Addis Ababa. Intrinsic variables included achievement, recognition, responsibility, and opportunities for growth**.** Quantitative and qualitative methods, including correlation and regression analyses, were used to assess their relative effect.

Regarding achievement, teachers reported that lack of timely feedback from supervisors was the major dissatisfying factor related to achievement (Mean = 3.73; RII = 0.74), followed by feeling unrewarded for effort and lack of appreciation from leadership. This finding is supported by Price (2012), who argued that recognition of performance underpins professional identity. Similarly, Palmero et al. (2022) emphasized that unacknowledged efforts diminish motivation.

Regarding recognition, the finding shows that recognition was a critical driver of job satisfaction, particularly acknowledgment from school management**,** parents**,** and students**.** The top-ranked concern was inadequate recognition by school management (Mean = 3.62; RII = 0.72). Principals and education experts in the interview and PTSA stated that the low recognition given to the teachers demotivates them, and they are not satisfied with the service provided by the sub city. These findings align with Raymond (2018), who found that lack of appreciation from parents and students increases emotional exhaustion.

In terms of responsibility, Lack of authority to innovate and insufficient control over their workload were ranked among the top dissatisfaction sources (Mean = 3.32). Shroff, Trent & Ng (2013) emphasized that lack of decision-making authority diminishes morale. Additionally, Ozdil et al. (2023) noted that rigid structures limit innovation and lower intrinsic satisfaction.

Opportunities for growth is another intrinsic factor affecting job satisfaction; the finding indicated that limited access to professional development and career progression were major concerns. Teachers cited dissatisfaction with current evaluation methods and the limited scope for reaching their full potential (Mean = 3.68; RII = 0.75). Abu-Tineh et al. (2023) and Meagher (2011) found that limited development opportunities reduce job satisfaction.

Correlation coefficients revealed very strong relationships between intrinsic factors and job satisfaction, particularly opportunities for growth ($r = 0.956$)**,** followed by achievement ($r = 0.930$) and recognition ($r = 0.923$)**.** Regression analysis identified achievement ($\beta = 1.165$, $p < 0.001$) as the strongest predictor, followed by opportunities for growth ($\beta = 0.721$**)** and recognition ($\beta = 0.390$)**.** Responsibility showed a negative coefficient ($\beta = -1.351$, $p < 0.001$)**,** implying that added responsibilities without support decreased satisfaction.

Summary of major findings related extrinsic factors affecting job satisfaction

Regarding salary, the finding shows that salary was the most extrinsic factor**,** with the majority of teachers stating their income did not meet basic living expenses (Mean = 3.55; RII = 0.71). Teachers also felt their salaries failed to reflect experience or improve their social status. This finding is supported by Richardson & Watt (2016), who linked inadequate pay to burnout and attrition.

Regarding working conditions, the finding shows that lack of teaching materials**,** infrastructure**,** and safety concerns as key dissatisfiers. The top-ranked item was lack of instructional resources (Mean = 3.09). This finding is supported by Sahito & Vaisanen (2020) reported similar outcomes in developing countries. Nevertheless, regression analysis showed that although these factors had negative coefficients, their p-values did not reach statistical significance ($p > 0.05$).

In terms of administrative support, inequitable leadership practices as major concerns. Unfair evaluation and unsupportive decision-making processes emerged as key issues. While correlation results showed a strong relationship ($r = 0.874$), regression coefficients were negative ($\beta = -0.744$, $p = 0.068$), indicating dissatisfaction but lacking significance.

An interpersonal relationship is another extrinsic factor affecting job satisfaction; Positive interpersonal relationships, especially with colleagues and administrators, were strongly linked to job satisfaction. The most critical factor was peer relationships affecting teaching performance (Mean = 3.66). Syarif et al. (2020) and Lopes & Oliveira (2020) both emphasized the role of collaborative school cultures in enhancing satisfaction. Interpersonal relationships had a significant regression coefficient ($\beta = 0.940$, $p = 0.010$), making it one of the most influential extrinsic predictors.

Qualitative findings

Responses from interviews, focus groups, and open-ended survey items reinforced quantitative findings. Teachers described the current level of job satisfaction as low**,** attributing it to low salaries, lack of growth, poor infrastructure, student misbehaviour, and limited recognition. Principals and sub-city experts concurred, noting widespread disillusionment, depression, and low morale among teachers.

Teachers identified salary as the most pressing issue, followed by lack of professional development**,** unsupportive supervision**,** and inadequate infrastructure. They recommended better remuneration**,** supportive leadership, and enhanced development opportunities. Principals echoed these concerns and stressed the need for fair evaluation**,** respect for cultural diversity**,** and collaborative staff environments**.**

Sub-city educational experts acknowledged gaps in support systems. They admitted that while some mechanisms existed, such as training and supervision, they were insufficient and lacked consistency. The PTSA also reported poor parent-teacher relationships and limited community support, reinforcing the idea that teachers operate in isolation, lacking necessary encouragement.

5.2 Conclusions

Based on the results of the major findings of the study, the following conclusions were drawn: The study focuses on factors affecting teachers' job satisfaction in governmental preparatory schools of yeka sub-city, Addis Ababa. Job satisfaction is one of the key factors for all types of organizations to get best outcome from their employees. However, lack of job satisfaction is perhaps the biggest obstacle faced by teachers. The present study as a whole depicts that there are several factors that school administrators and education officials need to consider with regard to the job satisfaction of teachers.

The finding show several low levels of satisfaction, stemming from both intrinsic and extrinsic challenges. Intrinsic factors such as achievement, recognition, responsibility, and opportunities for professional growth were the most important factors that affect teachers job satisfaction in governmental preparatory schools of Yeka sub-city.

However, many teachers testified feeling undervalued, emotionally exhausted, and restricted in their professional autonomy. Lack of timely response, restricted career advancement, and excessive workloads without corresponding decision-making authority were recurring concerns.

On the extrinsic factor, salary was the most influential factor, with teachers expressing that their compensation failed to meet living standards and did not reflect their experience or workload. Substandard working conditions like overcrowded classrooms, inadequate teaching materials, and poor infrastructure compounded dissatisfaction. Additionally, weak administrative support and strained communication from school leadership further demoralized teachers, although strong collegial relationships provided some buffer.

Statistical analyses confirmed that intrinsic factors, particularly achievement and growth opportunities, had a stronger correlation with job satisfaction than extrinsic factors. However, salary and interpersonal relationships continued critical external factors. The study highlights the need for a holistic approach to improving job satisfaction: enhancing intrinsic motivators through recognition, empowerment, and professional development, while concurrently addressing material needs through fair pay, improved facilities, and supportive leadership.

Finally, sustainable improvement in teacher satisfaction demands a balanced, systemic strategy from educational leaders and policymakers. By bring into line institutional practices with both the expressive and practical needs of teachers, schools can nurture more motivated, committed, and effective educators thereby advancing broader educational and national development goals.

5.3 Recommendation

In order to improve the teaching and learning process, the real implementation of teachers' job satisfaction should be improved in schools. There is no best solution for the problems, but it could be minimized to improve teachers' job satisfaction at any level. Therefore, the following points are regarded as possible recommendations that would contribute to improving teacher's job satisfaction at Addis Ababa city administration in Yeka sub-city government preparatory schools. Therefore, the following recommendations were proposed:

- The administrators at schools should create formal, periodic, and positive feedback mechanisms. Recognitions of teachers' contributions publicly through thankfulness, prizes for performance, or awards should be institutionalized to guarantee a culture of gratitude and incentives.
- Ministry of education and school management must invest in ongoing professional development. Consistent training, professional development opportunities, and access to educational forums and research need to be provided to teachers. Clear promotion criteria should be communicated and upheld.
- The authority of teachers must be matched with their respective responsibilities. Engaging them in curriculum development, discipline measures, and decision-making at school will improve their job satisfaction and sense of belonging.
- Reforming the payment structure to accommodate cost of living and teaching loads is critical. Other advantages like housing allowances, medical coverage, and transportation aid must be extended to reduce the financial burden and advance livelihood.
- There is a need for immediate attention to physical facilities and instructional resources. Class sizes need to be minimized as much as possible, and classrooms need to be provided with required equipment to maximize effective teaching and learning spaces.
- Leadership must encourage teamwork and team-building activities to enhance collegiality. Building spaces for professional discussion and peer mentorship can facilitate positive relationships between teachers.

- Mandatory leadership training for school administrators would be necessary to promote fair, open, and participative management practices. Empowering rather than just directing teachers is required from the school leaders.
- Educational policy at both regional and federal levels must specifically include teacher satisfaction as a strategic objective. There should be regular monitoring and feedback mechanisms to ensure that interventions are modified as per the achieved transformations.

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QUESTIONNAIRE

Addis Ababa University

College of Education and Behavioural Sciences

Department of Educational Planning and Management

Questionnaire for Teachers

This questionnaire is designed to investigate the factors affecting teachers' job satisfaction in governmental preparatory schools of Yeka Sub-City, Addis Ababa. Your honest and thoughtful responses are essential to the success of this study. The information you provide will be used solely for academic purposes and will be treated with the utmost confidentiality. No personal identification is required.

General Instructions:

General Instructions: This questionnaire has five sections. The first section tells about personal information, the second section tells about the overall level of current job satisfaction, the third section also tells about the intrinsic factors of teachers' job satisfaction, the fourth section is about the extrinsic factors of teachers' job satisfaction and the last one is about open-ended questions. Please read each question carefully and respond accordingly. If you need clarification, feel free to ask the data collector. Do not write your name.

Section One: Personal Information/Demographic Characteristics

Instructions: Please mark your answer with a " ✔ " in the appropriate box or write in the space provided where necessary.

1. **Sex** A. Male ☐ B. Female ☐
2. **Age** _____ (Please write your age in years)
3. **Marital Status**

   A. Married ☐ B. Single ☐ C. Divorced ☐ E. Windowed ☐

4. **Educational Qualification**

   A. MA/MSc ☐

   B. BA/BSc/Bed ☐

C. Diploma ☐

D. Certificate ☐

5. Field of Specialization

A. Natural Science ☐

B. Social Science ☐

C. Language ☐

D. Other (Please specify: _____)

6. **Workload (Periods per Week)**

_____ (Please write the number of teaching periods per week)

7. Monthly Gross Salary (in ETB)

_____ (Please write your monthly salary)

8. Total Years of Teaching Experience

A. 0–5 years ☐

B. 6–10 years ☐

C. 11–15 years ☐

D. 16–20 years ☐

E. 21–25 years ☐

F. 26–30 years ☐

G. 31–35 years ☐

9. **Current Career Level**

A. Beginner Teacher ☐

B. Junior Teacher ☐

C. Teacher ☐

D. Higher Teacher ☐

E. Associate Teacher ☐

☐

F. Leader Teacher

G. Higher Leader Teacher-I ☐

H. Higher Leader Teacher-II ☐

I. Higher Leader Teacher-III ☐

Section Two: Overall Level of Current Job Satisfaction

Instructions: Please select the option that best describes your current level of job satisfaction by placing a "✔" in the appropriate box.

1. **What is your current level of job satisfaction?**

   1. Highly Satisfied ☐

   2. Satisfied ☐

   3. Undecided ☐

   4. Dissatisfied ☐

   5. Highly Dissatisfied ☐

Section Three: Intrinsic Factors Affecting Job Satisfaction

Instructions: Please indicate your level of agreement with each statement by placing a " ✔ " under the appropriate rating number.

Rating Scale:

5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree

Intrinsic Factor	**No.**	**Statement**	**5**	**4**	**3**	**2**	**1**
Achievement	1	I feel dissatisfied when my students perform poorly.					
	2	A lack of positive attitude from students lowers my job satisfaction.					
	3	I feel unappreciated when my supervisors do not value my contributions					
	4	Receiving little or no timely feedback from supervisors affects my satisfaction negatively.					
	5	I feel unrewarded for the efforts and quality of my work.					
Recognition	1	I do not receive enough recognition from school management.					
	2	Lack of appreciation from students and parents affects my motivation.					
	3	Inadequate recognition from supervisors decreases my job satisfaction.					
	4	I rarely get recognition from the Parent-Student-Teacher Association.					
	5	I am dissatisfied that government media rarely acknowledges teachers' efforts.					
Responsibility	1	I feel limited in my autonomy as a teacher.					
	2	I am not empowered to make meaningful decisions in my classroom.					
	3	I feel dissatisfied when I have little control over my work.					
	4	I am rarely encouraged to try new and improved teaching methods.					

	5	I do not feel satisfied when I am unable to support students beyond class time.					
Opportunities for Growth	1	I lack access to relevant professional development opportunities.					
	2	My job offers few chances for career progression.					
	3	I am unhappy with how teachers are evaluated.					
	4	I feel my job does not help me grow professionally.					
	5	I am dissatisfied due to limited opportunities to reach my full potential.					

Section Four: Extrinsic Factors Affecting Job Satisfaction

Instructions: Please indicate your level of agreement with each statement by placing a "✔" under the appropriate rating number.

Rating Scale:

5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree

Extrinsic Factor	**No.**	**Statement**	**5**	**4**	**3**	**2**	**1**
Salary	1	My salary is inadequate compared to my workload.					
	2	My salary does not reflect my experience level.					
	3	My salary does not contribute to my social status.					
	4	My salary has little impact on my job commitment.					
	5	I earn less than professionals in other fields.					
	6.	My salary does not fully cover my basic living expenses.					
Working Conditions	1	My school lacks adequate facilities and infrastructure					
	2	I feel unsafe or uncomfortable in my working environment.					

	3	The lack of teaching resources affects my job satisfaction.					
Administrative Support	1	The school leadership does not evaluate my performance fairly.					
	2	I am dissatisfied with the school's rules and policies.					
	3	The leadership style at my school reduces my job satisfaction.					
	4	I am unhappy with how decisions are made in my school.					
	5	I feel unvalued by my school leaders.					
	6	I feel my school leaders do not treat me fairly.					
Interpersonal Relationships	1	I am dissatisfied with my relationship with school management.					
	2	Lack of team spirit among staff reduces my satisfaction.					
	3	I am unhappy with my professional relationship with the school director.					
	4	I am dissatisfied with my relationships with fellow teachers.					
	5	I face challenges in maintaining positive relationships with students' parents.					
	6	Parents are not actively involved in their children's education.					
	7	I am unhappy with the nature of my relationship with students.					
	8	Poor relationships with colleagues negatively affect my teaching performance.					

Section Five: Overall Level of Current Job Satisfaction

1. How would you describe the current level of job satisfaction among your teaching staff?

_____

_____

_____

2. What are the basic factors that affect teachers satisfaction in governmental preparatory schools of Yeka Sub-City?

_____

_____

_____

3. Please forward some possible recommendations that you consider important to bring about teachers job satisfaction of teachers and enhance their productivity.

_____

_____

_____

Section Six: ***Interview Questions for Principals and Sub-City Educational Experts***

For School Principals**:**

1. How would you describe the current level of job satisfaction among your teaching staff?

_____

_____

_____

2. What are the major factors affecting teachers' job satisfaction who are working in your school?

_____

_____

_____

3. Would you have any recommendations about : achievement, recognition, responsibility, ,opportunities for growth, salary, working conditions, administrative support, and interpersonal relationships to increase teachers' job satisfaction?

_____

_____

_____

4. Do teachers generally teach in a school environment with adequate physical infrastructure and facilities? Give reason?

_____

_____

_____

5. Please forward some possible recommendations that you consider to increase the job satisfaction of teachers and enhance their productivity.

_____

_____

_____

For Sub-City Educational Experts (Supervisors)**:**

1. What looks like the current status of teachers' job satisfaction at the sub-city level?

_____

_____

_____

2. What are the major factors affecting job satisfaction who are working in governmental preparatory schools of Yeka Sub-City?

_____

_____

_____

3. Do you have any systems to maintain teacher job satisfaction in your office, like reward, supervision, training, etc.?

_____

_____

_____

4. What is your role in enhancing teachers job satisfaction as a management team or educational expert?

_____

_____

_____

5. Do you think that teachers are satisfied by your organizational policies and the support you provide? Give evidence?

_____

_____

_____

6. Please forward some possible recommendations that you consider to increase the job satisfaction of teachers and enhance their productivity.

_____

_____

_____

Section Seven: *Focus Group Discussion (FGD) Questions for PTSA (Parent-Teacher-Student Association)*

1. In your school context, what factors affect teacher's job satisfaction?

_____

_____

_____

2. Do you think that there is a positive work relationship between teachers and students parents?

_____

_____

_____

4. Do you think that teachers have good economic status to participate in any social activity with the community? Give evidence?

_____

_____

_____

5. Please forward some possible recommendations that you consider to increase the job satisfaction of teachers and enhance their productivity.

Thank You!

Appendix

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall Job Satisfaction	175	1	5	3.69	1.183
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic = AC=1	175	1	5	3.08	1.358
Intrinsic = AC=2	175	1	5	2.92	1.354
Intrinsic = AC=3	175	1	5	3.38	1.311
Intrinsic = AC=4	175	1	5	3.73	1.172
Intrinsic = AC=5	175	1	5	3.52	1.254
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic = RE=1	175	1	5	3.62	1.153
Intrinsic = RE=2	175	1	5	3.52	1.183
Intrinsic = RE=3	175	1	5	3.26	1.285
Intrinsic = RE=4	175	1	5	2.88	1.301
Intrinsic = RE=5	175	1	5	3.17	1.300
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic = RES=1	175	1	5	3.32	1.304
Intrinsic = RES=2	175	1	5	3.25	1.306
Intrinsic = RES=3	175	1	5	3.06	1.331
Intrinsic = RES=4	175	1	5	3.01	1.313
Intrinsic = RES=5	175	1	5	2.94	1.301
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic = OFG=1	175	1	5	3.68	1.208
Intrinsic = OFG=2	175	1	5	3.55	1.253
Intrinsic = OFG=3	175	1	5	3.46	1.290
Intrinsic = OFG=4	175	1	5	3.27	1.349
Intrinsic = OFG=5	175	1	5	3.31	1.250
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Extrinsic = SA=1	175	1	5	3.36	1.305
Extrinsic = SA=2	175	1	5	3.19	1.276
Extrinsic = SA=3	175	1	5	3.14	1.285
Extrinsic = SA=4	175	1	5	3.02	1.300
Extrinsic = SA=5	175	1	5	3.31	1.250
Extrinsic = SA=6	175	1	5	3.55	1.285
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Extrinsic = WC=1	175	1	5	2.91	1.259
Extrinsic = WC=2	175	1	5	2.46	1.316
Extrinsic = WC=3	175	1	5	3.09	1.281
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Extrinsic = AS=1	175	1	5	3.03	1.324
Extrinsic = AS=2	175	1	5	2.87	1.333
Extrinsic = AS=3	175	1	5	3.33	1.327
Extrinsic = AS=4	175	1	5	3.22	1.314
Extrinsic = AS=5	175	1	5	2.73	1.287
Extrinsic = AS=6	175	1	5	3.43	1.306
Valid N (listwise)	175				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Extrinsic = IR=1	175	1	5	3.22	1.296
Extrinsic = IR=2	175	1	5	3.26	1.259
Extrinsic = IR=3	175	1	5	3.58	1.243
Extrinsic = IR=4	175	1	5	2.96	1.328

Extrinsic = IR=5	175	1	5	2.83	1.328
Extrinsic = IR=6	175	1	5	2.75	1.283
Extrinsic = IR=7	175	1	5	2.62	1.258
Extrinsic = IR=8	175	1	5	3.66	1.221
Valid N (listwise)	175				

Correlations

		Overall Job Satisfaction	AC	RE	RES	OFG
Overall Job Satisfaction	Pearson Correlation	1	.930**	.923**	.875**	.956**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	175	175	175	175	175
AC	Pearson Correlation	.930**	1	.993**	.986**	.986**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	175	175	175	175	175
RE	Pearson Correlation	.923**	.993**	1	.987**	.985**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	175	175	175	175	175
RES	Pearson Correlation	.875**	.986**	.987**	1	.961**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	175	175	175	175	175
OFG	Pearson Correlation	.956**	.986**	.985**	.961**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	175	175	175	175	175

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

Correlations

		Overall Job Satisfaction	SA	WC	AS	IR
Overall Job Satisfaction	Pearson Correlation	1	.892**	.839**	.874**	.881**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	175	175	175	175	175
SA	Pearson Correlation	.892**	1	.963**	.990**	.988**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	175	175	175	175	175
WC	Pearson Correlation	.839**	.963**	1	.981**	.980**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	175	175	175	175	175
AS	Pearson Correlation	.874**	.990**	.981**	1	.995**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	175	175	175	175	175
IR	Pearson Correlation	.881**	.988**	.980**	.995**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	175	175	175	175	175

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975[a]	.950	.949	.268

a. Predictors: (Constant), OFG, RES, RE, AC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	231.482	4	57.871	804.290	.000[b]
	Residual	12.232	170	.072		
	Total	243.714	174			

a. Dependent Variable: Overall Job Satisfaction

b. Predictors: (Constant), OFG, RES, RE, AC

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.230	.069		3.340	.001
	AC	1.112	.188	1.165	5.915	.000
	RE	.382	.185	.390	2.066	.040
	RES	-1.241	.133	-1.351	-9.308	.000
	OFG	.686	.133	.721	5.170	.000

a. Dependent Variable: Overall Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899[a]	.808	.804	.524

a. Predictors: (Constant), IR, WC, SA, AS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	196.957	4	49.239	179.024	.000[b]
	Residual	46.757	170	.275		
	Total	243.714	174			

a. Dependent Variable: Overall Job Satisfaction

b. Predictors: (Constant), IR, WC, SA, AS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.748	.125		5.999	.000
	SA	.969	.247	1.024	3.920	.000
	WC	-.321	.178	-.338	-1.799	.074
	AS	-.689	.375	-.744	-1.840	.068
	IR	.906	.346	.940	2.616	.010

a. Dependent Variable: Overall Job Satisfaction