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Teachers Job Satisfaction and Commitmments in Ethiopia: The Case of Bole Subcity Primary Schools

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Article

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TEACHERS JOB SATISFACTION AND COMMITMMENTS IN ETHIOPIA: THE CASE OF BOLE SUBCITY PRIMARY SCHOOLS

Abstract

Teacher job satisfaction reflects educators' attitudes toward their profession and is shaped by perceptions of the work environment. Higher satisfaction and organizational commitment enhance productivity and effectiveness, while dissatisfaction leads to withdrawal and reduced commitment. However, many teachers face challenges such as low compensation, limited career growth, and poor working conditions. This study examined teachers' job satisfaction and organizational commitment in primary schools in Bole Sub-City, Addis Ababa. A mixed-methods approach was used, combining questionnaires, interviews, focus group discussions, and observations. Using Yemane (1967), 254 teachers were sampled from 701. Data were analyzed using descriptive statistics and binary logistic regression. Results showed significant variation in satisfaction across schools (ANOVA, $F = 11.124$, $p < 0.001$). Birhane Zare Primary School had the highest satisfaction (mean = 4.34), while Addis Raiy Primary School had the lowest (mean = 1.29). Other schools showed moderate levels. The logistic regression model was significant ($\chi^2(18) = 71.83$, $p < 0.001$), identifying age, teaching materials, professional membership, upgrading opportunities, and subject taught as key determinants. The findings highlight the need to improve teacher satisfaction to strengthen educational quality. The study recommends localized monitoring and targeted interventions to enhance teacher well-being and student outcomes.

Keywords: Bole sub-city, job satisfaction, organizational commitment, professional development, teaching profession.

1. Background of the Study

Teacher job satisfaction and organizational commitment in Ethiopia, particularly in the context of Addis Ababa schools, have emerged as significant areas of concern within the education sector. Various studies have identified that low remuneration, limited professional development opportunities, and inadequate administrative support negatively affect teacher satisfaction. For example, Yohannes and Wasonga (2023) found that transformational leadership practices in Ethiopian schools are below global standards; while laissez-faire leadership styles are more common, contributing to diminish job satisfaction. These findings underscore the influence of leadership practices on teacher morale and commitment.

In the specific case of Addis Ababa, several localized challenges further impact teacher satisfaction and commitment. Aweke (2015) reported that inadequate salaries and lack of incentives were key demotivating factors for public primary school teachers. Additional issues included low societal regard for the teaching profession, disciplinary issues among students, and ineffective school leadership. These factors collectively contribute to decreased professional commitment and reduced job satisfaction among educators in the city's school system.

Empirical evidence also suggests a positive correlation between job satisfaction and organizational commitment among teachers in Ethiopia. Getahun, Ferede, and Hunde (2016) identified that improved working conditions and support mechanisms were positively associated with higher levels of teacher commitment in primary schools. The findings highlight the importance of addressing both intrinsic and extrinsic motivational factors to foster a committed and effective teaching workforce in the Ethiopian context.

1.1. Introduction

The study of behavior within organizational settings has consistently underscored the critical factors that either enhance or hinder workforce performance. This premise is particularly relevant when considering the quality of human resources—a vital determinant of organizational success (Pohlman & Gardiner, 2000). Human resources, as the most essential asset of any organization, play a pivotal role in achieving organizational objectives. When employees are well-motivated, satisfied, and committed, they tend to utilize their talents and capabilities more effectively, thereby contributing significantly to organizational development and success (Graham, 1982). Conversely, the absence of efficient human resources can impede an organization's ability to achieve its goals.

To maximize the benefits derived from human resources, organizations must recognize the diverse and multifaceted dimensions of individuals, encompassing their innate, cultural, social, and economic attributes. Within this context, factors such as job satisfaction and organizational commitment emerge as critical variables. Without due attention to these factors, employees are likely to experience dissatisfaction, which may lead to issues such as absenteeism, high turnover rates, and reduced performance.

Job satisfaction is a well-researched construct in management and educational literature (Billingsley & Cross, 1992; Begley & Czajka, 1993; Allen & Meyer, 1990). Defined as an individual's attitude toward their job, job satisfaction stems from employees' perceptions of their work environment and its ability to meet their needs and values (Spector, 1997; Luthans, 1998). In the teaching profession, job satisfaction is influenced by various dimensions, including working

conditions, leadership support, and opportunities for professional growth (Klassen & Chiu, 2011). Research highlights several dimensions of job satisfaction, including pay (Luthans, 1992), work itself (Luthans, 1992), supervision (Ting, 1997), promotion opportunities (Robbins, 1998), coworker relationships (Mowday & Sutton, 1993), and recognition (Kraig, 2003). Additionally, demographic factors such as tenure (Chambers, 1999), education (Saal & Knight, 1988), age (Jones Johnson & Johnson, 2000), and gender (Al-Mashaan, 2003) have been linked to job satisfaction.

In the teaching profession, job satisfaction is particularly critical as it directly impacts teacher retention, instructional quality, and student outcomes (Ingersoll, 2001; Skaalvik & Skaalvik, 2017). Factors such as workload, student behavior, administrative support, and availability of teaching resources significantly affect teachers' satisfaction levels (Dinham & Scott, 2000; Tye & O'Brien, 2002). Research in developing countries has highlighted similar concerns, with teachers often facing inadequate pay, limited professional development opportunities, and challenging work environments (Altbach, 2004).

The relationship between job satisfaction and organizational outcomes is well-documented. Higher levels of job satisfaction are associated with improved job performance, greater employee motivation, and reduced absenteeism and turnover (Begley & Czajka, 1993). Additionally, job satisfaction serves as a predictor of organizational commitment, which is integral to fostering positive work behaviors (Mannheim et al., 1997; Williams & Hazer, 1986). This relationship is particularly significant in academic institutions, which play a pivotal role in shaping the intellectual capital of nations. Studies suggest that job satisfaction among educators directly influences their retention and commitment, making it a critical area of study (Shan, 1998).

Organizational commitment, defined by Meyer and Allen (1997) as an individual's psychological attachment to an organization, comprises three components: affective commitment (emotional attachment), continuance commitment (cost-benefit analysis of staying or leaving), and normative commitment (a sense of obligation to remain). Factors such as role stress, empowerment, job insecurity, and leadership distribution influence organizational commitment, which, in turn, predicts critical outcomes such as job performance and turnover (Northcraft & Neale, 1996).

Job satisfaction and organizational commitment are inversely related to withdrawal behaviors and positively associated with organizational productivity and effectiveness (Yousef, 2000; Buitendach & De Witte, 2005). In educational institutions, the interplay between these variables significantly impacts teachers' motivation and effectiveness. Teachers' satisfaction and commitment influence their willingness to perform beyond expectations and align with institutional goals (Bishay, 1996; Kimball & Nink, 2006). Moreover, job satisfaction has been shown to positively affect students' academic performance, as satisfied teachers are more likely to create engaging and effective learning environments (Caprara et al., 2006; Collie et al., 2012).

In developing countries, however, challenges such as inadequate compensation, limited growth opportunities, and poor working conditions contribute to dissatisfaction and low commitment among employees. In Ethiopia, educational institutions have been criticized for failing to provide adequate intrinsic and extrinsic rewards. Studies, such as Tesfaye's (2011) investigation into brain

drain, highlight dissatisfaction stemming from inadequate resources, poor management, and limited career development opportunities.

The specific context of primary schools found in Bole Sub city of Addis Ababa, reflects these challenges. Observations suggest signs of teacher dissatisfaction, including complaints about teaching loads, insufficient payment, administrative demands, and lack of resources. Teachers have also exhibited behaviors such as absenteeism, reduced participation in extra school activities, and intent to leave. While previous studies have explored job satisfaction and organizational commitment in various schools in Ethiopian, there is a paucity of research focusing on Bole Sub City primary schools.

1.2. Statements of the problem

The Addis Ababa Education Bureau plays a critical role in nurturing the next generation by implementing Ethiopia's Education Policy (Addis Ababa Education Bureau, 2020). Primary school teachers are at the forefront of this effort, and their performance and commitment are essential for achieving educational objectives. However, anecdotal evidence and informal discussions indicate that many teachers in Addis Ababa face significant challenges, including heavy workloads, inadequate teaching resources, low financial compensation, and poor workplace conditions. These issues often lead to absenteeism, reduced engagement, high turnover intentions, and diminished teaching effectiveness (Belay & Tesfaye, 2022; Mekonnen & Taye, 2023).

Research underscores the importance of job satisfaction and organizational commitment in fostering employee performance and retention (Kefyalew & Tafer, 2023; Yohannes & Wasonga, 2023). Satisfied and committed teachers are more likely to exhibit engagement, creativity, and resilience in their roles (Tesfaye & Asrat, 2023). However, studies in Ethiopia have largely addressed job satisfaction or organizational commitment independently, overlooking their interrelation within the primary education sector. Furthermore, much of the research has concentrated on secondary or tertiary education, leaving a critical knowledge gap about the challenges faced by primary school teachers (Assefa & Worku, 2023; Gebrekidan et al., 2022).

This study addresses the gap by examining the levels of job satisfaction and organizational commitment among primary school teachers in Addis Ababa, in the case of Bole Sub City. It explores the influence of job dimensions, including workload, pay, promotion opportunities, leadership support, and workplace environment, on these critical factors. Additionally, the study seeks to propose actionable strategies to enhance job satisfaction and organizational commitment, ultimately improving the quality of primary education in the city.

1.3. Research Questions

The research will answer the following questions:

1. What are the current levels of job satisfaction and organizational commitment among primary school teachers in Bole Sub City?
2. How do various facets of the job—such as workload, compensation, promotion opportunities, and leadership—affect job satisfaction and commitment?

3. What specific strategies can improve job satisfaction and organizational commitment among primary school teachers in Bole Sub City?

By addressing these questions, this study aims to contribute to the development of evidence-based policies and practices that support primary school teachers and strengthen the education system.

1.4. Research objectives

1.4.1. General objective

The main objective of this research was to analyze teachers' job satisfaction and their commitment in Addis Ababa City, specifically in the case of Bole Sub City primary schools.

1.4.2. Specific Objectives

The specific objectives of this study were:

1. To investigate the level of job satisfaction among teachers of Bole Sub City primary schools.
2. To examine whether the selected job facets had a significant relationship with overall job satisfaction of teachers.
3. To investigate the extent to which demographic factors (e.g., age, gender, experience, and educational qualification) influenced job satisfaction and organizational commitment among primary school teachers.
4. To identify the most significant predictors of job satisfaction and organizational commitment among primary school teachers using binary logistic regression.

2. Review of Related Literature

2.1. Concept of Jab Satisfaction

Job satisfaction is a critical and widely researched concept in the field of industrial-organizational psychology. Despite the absence of a universally accepted definition (Bonner, Hayes, & Pryor, 2010, p. 805), there is significant agreement among scholars regarding its general meaning (Okpara, 2006, p. 225). Broadly, job satisfaction refers to an individual's affective relationship with their work role.

Evans (1997, p. 833) defines job satisfaction as a state of mind encompassing feelings influenced by the extent to which an individual perceives their job-related needs to be met. Similarly, Schmidt (2007, p. 483) conceptualizes job satisfaction as an individual's evaluation of job attractiveness, balancing positive and negative aspects. It is an emotional reaction resulting from the comparison between actual job outcomes and those that are desired, anticipated, or deserved (Okpara, 2006, p. 25). With specific reference to teaching, Au and Ho (2006, p. 172) describe teacher job satisfaction as the alignment between what teachers want from their profession and what they perceive the profession offers them.

Saiyadain (2009, p. 167) characterizes job satisfaction as the emotional outcome an employee experiences after task completion, influencing their attitudes toward the job. Armstrong (2010, p. 292) aligns with this perspective, defining job satisfaction as the attitudes and feelings people hold about their jobs. Positive or favorable attitudes indicate job satisfaction, while negative or unfavorable attitudes signify job dissatisfaction.

Job satisfaction refers to the fulfillment individuals derive from various job activities and rewards related to their roles. According to Spector (1997, p. 2), it indicates the extent to which employees like or dislike their jobs and its different aspects. Spector further explains that job satisfaction can serve as a diagnostic indicator of well-being and life-role adjustment. Its absence suggests problems in the job or the individual, while its presence reflects good work adjustment and positive well-being. Falkenburg and Schyns (2007, p. 709) agree, emphasizing that job satisfaction encompasses satisfaction with multiple facets of the job and work environment.

Teacher job satisfaction specifically refers to educators' overall attitudes toward their working conditions and profession (Hongying, 2008, p. 11). It highlights the degree to which teachers feel content with various aspects of their work. For secondary school teachers in Ethiopia, this includes their overall feelings about work as they evaluate job-related experiences and factors such as salary and benefits, management, work characteristics, and interpersonal relationships.

2.2.**Theoretical Perspectives on Job Satisfaction**

Job satisfaction has been widely studied across various disciplines, including organizational psychology, public administration, education, and management (Kim, 2005). Researchers have developed multiple theoretical frameworks to explain job satisfaction; the major theories are presented as follows. These frameworks provide valuable insights into understanding the job satisfaction of teachers in the study area.

2.2.1. **Herzberg's Two-Factor Theory**

Herzberg's Two-Factor Theory, a widely recognized model of job satisfaction, classifies work-related factors into two categories: hygiene factors and motivators (Herzberg, Mausner, & Snyderman, 1959). Hygiene factors—such as salary, working conditions, job security, and administrative policies—do not generate motivation in themselves; however, their absence can result in dissatisfaction. In contrast, motivators—such as recognition, achievement, and opportunities for professional development—are intrinsic elements that actively enhance job satisfaction.

This theory has been applied within the Ethiopian context, particularly in educational settings, to examine the determinants of employee satisfaction. For instance, Amare (2002) studied business instructors in Addis Ababa and Jimma, concluding that intrinsic factors predominantly influenced satisfaction, whereas extrinsic (hygiene) factors were associated with dissatisfaction. Similarly, research involving community health workers in Ethiopia utilized the Two-Factor framework to assess motivation, highlighting the importance of both categories of factors.

In the context of Bole Sub-City, application of this theory suggests that mitigating dissatisfaction requires attention to hygiene factors, such as the provision of adequate instructional resources and

equitable compensation. Simultaneously, enhancing motivators—including professional recognition and opportunities for career advancement—can contribute to improved satisfaction and performance among public primary school teachers.

2.2.2. **Maslow's Hierarchy of Needs**

Maslow's Hierarchy of Needs presents a five-level framework of human motivation, ranging from physiological needs to self-actualization (Maslow, 1943). The theory posits that individuals prioritize the fulfillment of lower-level needs—such as physical well-being and safety—before addressing higher-order needs, such as social belonging, esteem, and self-actualization.

In the Ethiopian educational context, particularly within public primary schools, the inability to meet lower-level needs—such as adequate income, job security, and stable working conditions—may limit progression toward higher-level motivational states. A study conducted in Assosa found that satisfaction of these foundational needs played a critical role in influencing motivation and job performance among educators.

In Bole Sub-City, challenges including financial constraints, limited access to professional development, and inadequate institutional support indicate the relevance of Maslow's model. Addressing these basic needs is necessary for enabling higher levels of professional engagement, creativity, and overall job satisfaction among teaching personnel.

2.2.3. **Adams' Equity Theory**

Adams' Equity Theory (1965) proposes that job satisfaction is influenced by individuals' perceptions of fairness in the ratio of inputs (e.g., effort, qualifications) to outcomes (e.g., compensation, recognition), particularly when compared to others in similar roles. Perceived imbalances between inputs and outcomes may lead to dissatisfaction and reduced motivation.

Within educational environments, disparities in resource allocation, workload, and professional recognition can contribute to perceptions of inequity, potentially undermining morale. While studies applying this theory in Ethiopian schools are limited, observed discrepancies in workload, incentives, and professional development opportunities suggest its relevance.

In Bole Sub-City, such disparities are evident across various school settings and administrative levels. Unequal distribution of teaching responsibilities, inconsistent access to benefits, and variations in recognition practices are factors likely to influence perceived fairness. Equity Theory thus provides a useful framework for assessing the impact of institutional practices on job satisfaction. It also highlights the importance of implementing transparent evaluation systems and equitable human resource policies within public schools.

2.2.4. **Vroom's Expectancy Theory**

Vroom's Expectancy Theory (1964) conceptualizes motivation as a function of three components: expectancy (the belief that effort will lead to performance), instrumentality (the belief that performance will lead to outcomes), and valence (the value placed on those outcomes). Motivation is maximized when all three components are positively aligned.

Although direct applications of this theory in Ethiopian educational contexts are limited, its principles are applicable. In Bole Sub-City primary schools, the theory suggests that increasing motivation requires alignment between educators' efforts and the likelihood of achieving valued outcomes. These outcomes may include professional development, recognition, and career progression. Where such alignment is absent or unclear, motivation and satisfaction may be diminished.

Collectively, Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Adams' Equity Theory, and Vroom's Expectancy Theory offer a comprehensive framework for analyzing job satisfaction among primary school teachers in Bole Sub-City. These theories emphasize the significance of intrinsic and extrinsic motivational factors, the role of fairness and equity, and the necessity of aligning institutional incentives with educators' efforts and expectations. Applying this integrated framework facilitates the development of evidence-based strategies to enhance teacher motivation, satisfaction, and overall performance in the public education sector.

2.3.**Implications for Understanding Teacher Job Satisfaction**

These theoretical frameworks collectively highlight the multifaceted nature of job satisfaction, emphasizing the interplay between personal, organizational, and situational factors.

Recent research continues to explore these theoretical frameworks in various contexts. A study by Muwanguzi and Ezati (2021) revisited Herzberg's Two-Factor Theory, emphasizing its relevance in understanding job satisfaction among employees. In the Ethiopian educational context, Yohannes and Wasonga (2023) investigated the relationship between leadership styles and teacher job satisfaction, finding that transformational leadership practices were significantly lower, while laissez-faire practices were higher than international benchmarks. Their study also noted that teacher job satisfaction was generally low, with significant differences observed among male teachers.

2.4.**Importance of Job Satisfaction**

Job satisfaction is a critical workplace attitude reflecting the alignment between employees' expectations and their perceived job experiences (Wright & Kim, 2004). Defined as an emotional response derived from evaluating one's job, it significantly influences individual and organizational outcomes. High job satisfaction enhances performance by fostering work motivation and organizational citizenship behaviors while mitigating adverse outcomes like turnover, burnout, and absenteeism (Harrison et al., 2006; Wright & Davis, 2003; Wright & Kim, 2004). Furthermore, it plays a vital role in employees' mental health and overall well-being. The connection between job satisfaction, happiness, and well-being is well-documented. As Smith (2007) noted, a job serves not only as a primary source of income but also as a critical life domain. Work occupies a substantial portion of an individual's day, contributes to social identity, and impacts physical and mental health. Consequently, job satisfaction becomes integral to overall well-being. In the educational sector, Shann (2001) emphasized that job satisfaction is essential for teacher retention and commitment, which subsequently improves teaching quality, student learning, and school effectiveness.

2.5. Factors Influencing Teachers' Job Satisfaction

Job satisfaction is a multifaceted concept influenced by both job-related and individual characteristics (Buitendach & De Witte, 2005). These factors are generally categorized into two dimensions: extrinsic and intrinsic. Extrinsic factors include elements of the job environment such as salary, promotional opportunities, relationships with colleagues, and the quality of supervision. Intrinsic factors, on the other hand, are personal characteristics, including personality traits, educational background, intelligence, abilities, age, and marital status (Mullins, 1999). It is widely recognized that extrinsic and intrinsic factors interact to shape job satisfaction. For instance, while extrinsic rewards like pay and promotion opportunities provide immediate gratification, intrinsic factors like personal growth and alignment with personal values sustain long-term satisfaction (Spector, 1997).

2.5.1. Extrinsic Factors of Job Satisfaction

Extrinsic factors influencing job satisfaction are those beyond the employee's control and primarily related to the external work environment (Atchison, 1999). Key extrinsic factors include organizational policy, salary, promotion opportunities, supervision, work relationships, working conditions, job security, status, and fairness.

Organizational Policy and Administration: Clear organizational policies and effective administration play a vital role in shaping job satisfaction. As Bennell and Akyeampong (2007) noted, ambiguity in policies leads to conflict and inefficiency, emphasizing the need for clear communication, delegation, and consistent rules.

Salary: Salary, as a form of compensation, directly impacts job satisfaction. Ahuja and Shukla (2007) argued that financial incentives motivate employees by rewarding them for meeting specific goals. Robins et al. (2003) defined salary as compensation for services rendered, and inequity in pay can lead to dissatisfaction and retention issues (Boggie, 2005).

Promotion Opportunities: The availability of promotion opportunities positively correlates with job satisfaction, though satisfaction depends on employees' perceptions of fairness in the promotion process (Kreitner & Kinicki, 2001). However, Cockcroft (2001) emphasized that not all employees aspire to promotion, and satisfaction may still exist even in the absence of advancement opportunities.

Supervision: Effective supervision is critical to employee satisfaction. Ogunsaju (1983) described supervision as a process that motivates, guides, and encourages employees. Robbins et al. (2003) highlighted that supervisors' abilities to provide emotional and technical support directly influence job satisfaction, particularly when supervisors demonstrate strong relationship behavior (Graham & Messner, 1998).

Work Relationships: Positive work relationships, including those with colleagues, superiors, and subordinates, foster a supportive and productive work environment (Sargent & Hannum, 2005). Strong interpersonal connections within the workplace enhance trust and collaboration, which, in turn, elevate job satisfaction (Barnes & Conti Associates, 2009; Oshagbemi, 2001).

Working Conditions: Favorable working conditions, such as safe and comfortable physical environments, directly impact job satisfaction (Leithwood, 2006). When the workplace is adequately furnished and provides necessary equipment, employees are more likely to perform effectively and feel satisfied (VSO, 2002; Robbins, 2005).

Fairness: Perceptions of fairness within an organization strongly influence job satisfaction. Employees who believe that organizational decisions are made fairly are more likely to report higher levels of satisfaction (Aamodt, 2004; Robbins, 2005). Distributive fairness, or the perceived fairness of decisions, is especially critical to job satisfaction.

Job Security: Job security, or the confidence employees have in retaining their positions, significantly impacts their job satisfaction. Employees with high job security tend to perform better than those who fear job loss (Simon, 2011). The sense of stability contributes to increased focus and productivity.

Status: An employee's status within an organization—defined by their position in relation to others—can influence their sense of job satisfaction (Free Dictionary). Status is often linked to social or professional standing, and it plays a role in how employees perceive their value and satisfaction at work.

2.5.2. **Intrinsic Factors of Job Satisfaction**

Intrinsic factors are related to psychological rewards such as the opportunity to utilize one's abilities, experience a sense of challenge, achieve goals, and receive appreciation and positive recognition. These rewards are typically influenced by individual managers' actions and behaviors. Intrinsic motivation is driven by an inherent interest or enjoyment in the task itself, rather than external pressures (Kondalkar, 2007). Herzberg's two-factor theory emphasizes that individuals are motivated by jobs that are rich in intrinsic rewards, which are derived from several key factors:

Achievement: Personal satisfaction from completing tasks, solving problems, and witnessing the results of one's efforts. It represents the individual's capacity to tackle job-related challenges effectively (Herzberg, 1959).

Recognition: The reward and recognition system is central to the employment relationship, encompassing financial, non-financial, and psychological rewards given in exchange for work (Bratton & Gold, 2007). Effective recognition, when delivered equitably, reinforces positive behaviors and motivates employees to achieve personal and organizational goals. A clear and fair recognition system can significantly enhance job satisfaction (Ahuja & Shukla, 2007).

Challenging Work: The nature of job tasks significantly impacts satisfaction. Job design—how tasks are structured and arranged—should align with organizational goals and individual skills, providing opportunities for high performance and job satisfaction (Schermerhorn et al., 2011). Tasks that are engaging, varied, and challenging tend to foster greater satisfaction, while monotonous or overly simplistic tasks can lead to dissatisfaction.

Responsibility: Responsibility refers to the control an individual has over their job, whether in making decisions or supervising others. Job satisfaction increases when employees feel

empowered and entrusted with responsibilities. The alignment of responsibility and authority is critical for satisfaction, with discrepancies often impacting job contentment (Schermerhorn et al., 2011).

Advancement: Opportunities for upward mobility within the organization, typically resulting from effective performance, significantly affect job satisfaction. The Teacher Advancement Program (TAP) is an example of a program designed to address the limitations of traditional teaching roles, offering structured professional development, career advancement, and differentiation of compensation to motivate and retain high-quality teachers (TAPF, n.d.).

Growth and Development: Training and development programs enhance employees' skills and knowledge, leading to better performance and job satisfaction (Saeed & Asghar, 2012). These programs provide opportunities for career advancement and personal growth, which are crucial for intrinsic motivation and job satisfaction (Armstrong, 2006).

In summary, intrinsic factors such as achievement, recognition, challenging work, responsibility, advancement, and growth opportunities are crucial in fostering job satisfaction, particularly in occupations such as teaching. These factors empower employees and align their roles with personal and professional growth, improving both job satisfaction and organizational performance.

Operational Definition of key terms

Jab Satisfaction: In the teaching profession, job satisfaction refers to the level of contentment and fulfillment that teachers feel regarding their roles and responsibilities. It encompasses factors such as a supportive work environment, positive relationships with students and colleagues, fair compensation, manageable workload, opportunities for professional growth, and the sense of accomplishment derived from influencing students' learning and lives.

Organizational Commitment: Organizational commitment in the context of teaching refers to the extent to which teachers are dedicated to their schools or educational institutions. It reflects their willingness to remain loyal, work toward the institution’s goals, and invest in its success. Strong organizational commitment among teachers is often influenced by supportive leadership, job satisfaction, alignment with the school’s mission, and a sense of belonging within the community.

Teaching Profession: The teaching profession is a specialized field of work focused on facilitating learning and fostering the intellectual, emotional, and social growth of students. It involves designing and delivering educational content, assessing students' progress, and adapting to diverse learning needs. Teachers play a crucial role as mentors, guides, and role models, contributing to the development of individuals and the betterment of society. The profession is characterized by a commitment to continuous improvement, ethical conduct, and lifelong learning.

Teacher professional Development: Teacher professional development refers to the ongoing process of improving teachers' knowledge, skills, and competencies to enhance their effectiveness in the classroom. It includes activities such as workshops, training sessions, peer collaboration,

attending conferences, pursuing advanced degrees, and engaging in reflective practice. The goal of professional development is to equip teachers with the tools and strategies needed to address evolving educational challenges, implement innovative teaching methods, and ultimately improve student outcomes.

3. Research Methodology

3.1. Research Design

In order to address the research questions and objectives outlined in Chapter One, a mixed-methods approach using a concurrent triangulation design was employed. According to Creswell (2009), this design is particularly suitable for simultaneously collecting and analyzing both quantitative and qualitative data, allowing for the triangulation of findings and a more comprehensive understanding of the research problem.

In this study, quantitative data were collected first through a self-report questionnaire that measured aspects of job satisfaction and organizational commitment. Simultaneously, qualitative data were also gathered, analyzed, and used to further interpret and explain the quantitative findings related to teachers' job satisfaction and organizational commitment. This concurrent approach ensured that both types of data complemented each other, enhancing the validity and depth of the overall analysis.

3.2. Sampling design

3.2.1. Study Population

The population for this study consisted of classroom teachers in government primary schools (Grades 1–8) located in Bole Sub City, Addis Ababa, Ethiopia. Addis Ababa, the capital city of Ethiopia, is administratively divided into 12 sub-cities, one of which is Bole Sub City. According to the Addis Ababa City Administration Education Bureau report (2024), there were 16 government primary schools operating in Bole Sub City at the time of the study.

This study specifically targeted teachers in government primary schools due to the diverse socio-economic backgrounds of both students and teachers. Government schools in Ethiopia often serve a wide spectrum of socio-economic groups, with many students coming from low-income families who face various economic challenges that affect their educational experiences and outcomes (World Bank, 2018; UNICEF, 2019). This socio-economic diversity presented a unique and relevant context for examining the factors that influence educational quality, teacher job satisfaction, and organizational commitment.

Moreover, teachers in these schools came from varied socio-economic backgrounds, which impacted their motivation, satisfaction, and overall job performance. Prior research has shown that teachers' socio-economic status, access to professional development opportunities, and working conditions significantly influence their level of engagement and teaching effectiveness (Zheng & Matuska, 2018).

In Ethiopia, the education system is marked by regional and socio-economic disparities, with government schools often facing greater challenges in terms of resource allocation, workload, and compensation when compared to private institutions (Ayalew et al., 2018). These disparities made government primary schools a relevant and critical context for exploring the relationship between teacher job satisfaction and school performance. The variability in socio-economic conditions among both teachers and students created a multifaceted environment essential for understanding the complex dynamics that affect teacher motivation, satisfaction, and educational outcomes within the public school system.

3.2.2. Sampling Procedure

Proper sampling was essential to ensure the validity and reliability of the research findings, enhancing both internal and external validity (Muijs, 2004). The quality of the research outcomes depended significantly on the representativeness of the sample and the appropriateness of the sampling strategy employed. A representative sample accurately reflected the characteristics of the target population, allowing the findings to be generalized to the broader population.

For the quantitative phase of the study, simple random sampling was employed, as recommended for mixed-methods research by McMillan and Schumacher (2010). The sampling process was conducted in two stages:

1. **School Selection**: From the 16 government primary schools in Bole Sub City, six schools were randomly selected. The selection process involved placing the names of all 16 schools into a container, thoroughly shuffling them, and drawing six names. This approach ensured fairness, randomness, and objectivity in school selection.
2. **Teacher Selection**: Following the selection of the schools, systematic random sampling was used to select teacher participants from the total population of teachers working in the six selected schools. The total number of teachers across these schools was 701. A sampling interval was determined, and teachers were selected systematically from staff lists to ensure proportional and unbiased representation.

This multi-stage sampling approach was consistent with established methodologies in educational research and ensured the selection of a sample that was both representative and feasible within the scope of the study.

To determine the required sample size, Yamane's (1967) formula was used as follows:

n=N1+N(e2)n = \frac{N}{1 + N(e^2)}n=1+N(e2)N

Where:

- n = sample size
- N = population size (701)
- e = level of precision (5% or 0.05)

Using this formula, the sample size was calculated to be

Thus, $n = \frac{701}{1+701\ (0.05)^2} = 254$

As seen (Table 1) below 254 sample teachers were selected from their respective school in proportion to the numbers of teachers' population as it was presented as follows;

Table 1: Sample size of the study

Total number of government owned primary schools in Bole sub city school	Total number of sample schools	Names of sample schools randomly selected	Total number of teachers in the school	Number of sample Teachers	remarks
16	6	Addis Raiy	100	36	
		Ayeramba	72	26	
		Bole Community School	107	39	
		Café Bulbula	167	61	
		Hidassie	147	53	
		March-8	108	39	
Total		**6**	**701**	**254**	

Source: Data obtained from Bole Sub city education office, 2025

All the teachers in the selected schools were requested to complete the questionnaire. Thus, 254 teachers were included.

3.3. Data Collection Instruments

In order to collect the necessary data concerning the job satisfaction and organizational commitment of primary school teachers in Bole Sub City, a self-report questionnaire and semi-structured interviews were employed.

3.3.1. Questionnaire

Various items from the Job Satisfaction and Organizational Commitment questionnaires were designed and administered during the data collection phase. Given that the concepts of job satisfaction and organizational commitment are complex and multi-dimensional, efforts were made to ensure that the instruments captured a comprehensive range of relevant dimensions. The development of these tools was guided by established theories and findings from previous empirical studies to enhance their validity and relevance.

Job Satisfaction Questionnaire

Job satisfaction was measured using a structured Job Satisfaction Questionnaire. Most of the items included in this instrument were adapted from previously validated scales found in the literature, while additional items were developed by the researcher to reflect the specific context of the study. The questionnaire was designed to cover various dimensions of job satisfaction, including intrinsic and extrinsic factors such as professional development opportunities, recognition, work conditions, supervision, and relationships with colleagues and administrators.

A five-point Likert type scale (1 = *strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree,* and 5 = *Strongly Agree*) was used.

The Job Satisfaction Questionnaire included several reverse-scored items, such as: "My pay is low compared to what others get for similar work in other institutions." These items were reverse-coded during data entry to ensure consistency in the direction of scoring.

The instrument was pilot tested on a randomly selected group of ten teachers to assess its clarity and internal consistency. The resulting Cronbach's alpha values were calculated to determine the reliability of the scale. Based on the pilot results, necessary adjustments were made to enhance the instrument's validity and usability in the main study.

Organizational Commitment Questionnaire

Organizational commitment was measured using Meyer and Allen's (1997) Organizational Commitment Scale (OCS). The original scale, designed to assess the degree to which employees are committed to their organization, was adapted to suit the specific context and objectives of this study.

The questionnaire consisted of items categorized under the three dimensions of commitment: affective, continuance, and normative. A five-point Likert scale was used, ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree."

Similar to the job satisfaction instrument, the organizational commitment questionnaire was pilot tested on ten teachers to assess its clarity and reliability. The Cronbach's alpha values from the pilot study were examined to verify the reliability of the instrument before its full implementation..

3.3.2. Interview

A **semi-structured interview** was employed to gather additional qualitative information to support the data collected through the questionnaires. Since the survey questionnaire data did not allow for in-depth explanations regarding teachers' job satisfaction and organizational commitment, it was necessary to collect qualitative data where teachers could articulate the contextual reasons behind their satisfaction or dissatisfaction, as well as the factors influencing their varying levels of organizational commitment. To further triangulate teachers' responses, interviews were also conducted with selected school leaders (school principals) and representatives from the Sub-City Education Office's Teacher Professional Development Department..

3.4. Reliability and Validity of the Questionnaire

Both validity and reliability are fundamental criteria for effective measurement in research (Creswell, 2014). Since multiple instruments were used for data collection in this study, their validity and reliability were carefully assessed to ensure the accuracy and consistency of the measurements.

Validity refers to the extent to which an instrument measures what it is intended to measure (Ary et al., 2010). To ensure the questionnaires addressed all relevant variables aligned with the research objectives, content validity was established through a systematic development process. The survey questionnaires were constructed based on the specific objectives of the study. After the initial drafting, the questionnaires were evaluated by experts in the fields of language and educational psychology to assess their content validity and clarity. The supervisors of this research paper reviewed the instruments to verify their alignment with the study objectives, while language experts evaluated the clarity and appropriateness of the wording. Based on their feedback, ambiguous items were revised or removed, and necessary modifications were made to improve the overall quality of the instruments.

Reliability, defined as the degree of consistency of a measurement (Ary et al., 2010), was considered a prerequisite for establishing validity. The internal consistency of the instruments was assessed using Cronbach's alpha coefficient (Creswell, 2009), which evaluates the reliability based on item variance. To this end, a pilot test was conducted with ten teachers who were not part of the main study sample. The responses collected during the pilot were used to calculate Cronbach's alpha, ensuring that the instruments demonstrated acceptable reliability before full deployment.

After completing the pilot testing and incorporating necessary adjustments, the final versions of the instruments were administered to the study participants. All instruments underwent final checks and refinements to maintain their validity and reliability prior to data collection..

3.5. Procedures of Data Collection

Permission to collect data was obtained from the Sub-City Education Office, the school administrations, and the teachers themselves. Teachers were asked for their voluntary consent to participate in the study. Cover letters were attached to the questionnaires to explain the purpose and nature of the research, as well as to assure respondents of the confidentiality and anonymity of the information they provided. Additionally, respondents were given detailed instructions on how to complete and return the questionnaires.

3.6. Procedures and Methods of Data Analysis

The collected data were first coded, cleaned, and prepared for final analysis. The questionnaire items utilized a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). To conduct binary logistic regression, the original 5-point scale was dichotomized into two categories: satisfied and dissatisfied.

To achieve this, the study calculated the mean score of job satisfaction across respondents, which served as the cutoff point: scores above the mean indicated "Satisfied," while scores below the mean indicated "Dissatisfied." Given the 5-point Likert scale (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1), agreement with positively worded items and

disagreement with negatively worded items were interpreted as satisfaction. Conversely, disagreement with positively worded items and agreement with negatively worded items indicated dissatisfaction. Negatively worded items were reverse-coded prior to analysis.

A mean score less than 3 represented dissatisfaction (ranging from slightly dissatisfied to strongly dissatisfied), while a mean score above 3 indicated satisfaction (slightly satisfied to strongly satisfied). A mean score equal to 3 was considered neutral ("neither satisfied nor dissatisfied"). The same approach was applied to analyze the organizational commitment scales.

Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 20. After data entry and cleaning, various statistical methods were applied based on the research questions:

Descriptive statistics such as mean, median, standard deviation, histograms, and percentages were used to determine the current levels of job satisfaction and organizational commitment among teachers.

Binary logistic regression was employed to examine the proportion of variance in job satisfaction and organizational commitment explained by demographic and socio-economic variables. Prior to regression analysis, assumptions for binary logistic regression were checked. The results were interpreted using Odds Ratios (ORs) to determine the strength and direction of relationships.

3.7. Ethical Consideration

Ethical issues that arise during fieldwork can be complex; however, unintended harm to participants was minimized by adhering to established ethical principles. The study commenced only after an official permission letter was issued by Addis Ababa University. The researcher used this letter to secure approval from the relevant administrative bodies and to inform research participants during fieldwork.

In addition to the official letter, oral informed consent was obtained from respondents prior to conducting the main data collection activities. Participants were clearly informed that the study posed no harm to them, that the data collected would be used solely for academic purposes, and that their participation would have no adverse effects.

Confidentiality was strictly maintained; respondents were assured that their identities would remain private, and pseudonyms were used during data coding to protect privacy. Furthermore, the objectives of the study were clearly communicated to participants both on the questionnaires and during interviews.

Throughout the research process—before, during, and after data collection—all respondent records were properly managed and securely stored to ensure confidentiality and ethical compliance.

4. Results and Discussion

4.1. Demographic and Socio economic background of the respondents

This section presents an analysis of the demographic characteristics of the respondents, focusing on key variables such as age, sex, marital status, and place of birth. From Table 2 it was understood that, these aspects is essential for interpreting the survey results within the appropriate social and cultural context. By examining the distribution of respondents across different age groups, gender categories, marital statuses, and places of origin, we gain valuable insights into the diversity and representative of the sample population. These demographic factors may also influence patterns of behavior, preferences, and perceptions, making their analysis a crucial component of the overall study.

Table 2: Demography of sample primary school teachers in Bole sub city

R.No	Variable	classification	frequency	Percentage
1	Gender	male	180	70.9
		female	74	29.1
		total	254	100
2	Age	Less than 25 years	15	5.9
		26-30 years old	76	29.9
		31-35 years old	98	38.6
		36-40 years old	47	18.5
		41 and above	19	7.1
		Total	254	100
3	Place of birth	Addis Ababa	109	43.0
		Other Urban centers	88	34.6
		Rural	57	22.4
		Total	254	100
4	Marital status	married	113	44.5
		Single	141	55.5
		Total		

4.1.1. Gender Distribution and Its Implication for Job Satisfaction

The data shows that out of the total 254 respondents, 180 (70.9%) were male, while only 74 (29.1%) were female. This indicates a significant gender imbalance among the teaching staff, with

males comprising more than two-thirds of the sample population. Such disparity may reflect broader trends within the educational system or cultural factors that influence the gender composition of the teaching workforce in the region.

This gender imbalance could have several implications for job satisfaction. Research suggests that gender can influence perceptions of workplace experiences, access to leadership opportunities, and professional support. For instance, Shann (1998) found that female teachers often report lower job satisfaction compared to their male counterparts due to limited career advancement, higher work-family conflict, and lack of recognition. Conversely, Skaalvik and Skaalvik (2011) argued that job satisfaction tends to be influenced more by work environment and administrative support than by gender alone, though gendered expectations can still shape those experiences.

In contexts where male teachers dominate, female teachers may feel isolated or underrepresented, which could impact their morale and satisfaction. On the other hand, male-dominated environments might be associated with more hierarchical leadership styles, which can affect overall job satisfaction depending on how inclusive or participative the management is.

Additionally, gender representation can influence collegial relationships, mentorship opportunities, and the overall school climate. Promoting gender diversity and equity in staffing may contribute to a more balanced and inclusive work environment, ultimately improving job satisfaction across the board.

4.1.2. Age Distribution and Its Implication for Job Satisfaction

The age distribution of the respondents shows that the largest group of teachers falls within the 31–35 years old category, accounting for 38.6% of the total respondents. This is followed by those aged 26–30 years (29.9%), 36–40 years (18.5%), 41 years and above (7.1%), and a small portion under 25 years old (5.9%).

This pattern suggests that a significant majority of the teaching workforce is in the early to mid-career stage, particularly between 26 and 40 years old. Teachers in this age bracket are typically in the process of consolidating their professional skills and career paths, which can have both positive and negative implications for job satisfaction.

According to Klassen and Chiu (2010), mid-career teachers often report moderate to high levels of job satisfaction, particularly when they feel competent in their roles and supported by school leadership. However, they may also experience increased workload and job-related stress, especially if career advancement opportunities are limited.

The relatively small proportion of teachers over 41 years old (7.1%) could indicate either early exits from the profession or a younger hiring trend in the system. This could limit the presence of highly experienced mentors in the workforce, potentially impacting knowledge transfer and professional development opportunities.

Conversely, the younger group (under 25 years old), comprising only 5.9% of the respondents, might still be adjusting to the profession. Research has shown that younger teachers may experience lower job satisfaction due to limited classroom experience, high expectations, and

challenges in managing student behavior (Ingersoll, 2001). Retention efforts for this age group are crucial, as dissatisfaction in the early years can lead to high turnover rates.

In sum, understanding the age distribution is essential for tailoring professional support, career development opportunities, and retention strategies, all of which are closely linked to teacher job satisfaction.

4.1.3. Place of Birth and Teachers' Job Satisfaction

The table presents the distribution of teachers by their place of birth. Out of 254 respondents, 42.9% were born in Addis Ababa, 34.6% in other urban centers of Ethiopia, and 22.4% in rural areas.

This distribution suggests that the majority of teachers in the study were born in urban environments (Addis Ababa and other urban centers combined = 77.5%). This urban background may have significant implications for understanding job satisfaction among teachers in Ethiopia.

Teachers from urban backgrounds may have had greater access to quality education, exposure to better infrastructure, and more familiarity with modern teaching facilities from an early age. These factors can positively influence their professional expectations and adaptability in urban school environments (Taye, 2014). Consequently, teachers born in urban areas might report higher job satisfaction when working in similarly resourced urban schools.

In contrast, the 22.4% of teachers born in rural areas may face challenges in adapting to the urban school environment or may carry different expectations about the teaching profession. Their experience might be marked by a stronger commitment to service, especially if assigned to rural schools, which can either enhance their job satisfaction through a sense of mission or reduce it due to lack of resources and poor working conditions (Workneh & Tassew, 2013). Moreover, the dominance of urban-born teachers might reflect recruitment and retention issues in rural areas. If teachers from rural backgrounds are underrepresented, it may indicate a systemic urban bias in teacher education and deployment strategies in Ethiopia, which has been shown to affect job satisfaction and teacher retention negatively in rural settings (Baye & Fekede, 2012).

Therefore, understanding teachers' place of birth is essential in interpreting job satisfaction levels, particularly when examining disparities between urban and rural school contexts.

4.1.4. Marital Status and Teachers' Job Satisfaction

The table reveals that 55.5% of the teachers surveyed were married, while 44.5% were single. This fairly balanced distribution offers an opportunity to reflect on how marital status might influence teachers' job satisfaction within the Ethiopian educational context.

Marital status is an important socio-demographic factor that can affect job satisfaction through its impact on work-life balance, emotional well-being, and social support. Married teachers may experience greater emotional and financial stability, which can enhance their commitment to the teaching profession and improve overall job satisfaction (Tsigie, 2018). The presence of a supportive spouse may help them better manage the stresses of teaching, particularly in demanding school environments.

On the other hand, married teachers may also face greater responsibilities outside of work, including child-rearing and household duties. These additional burdens can contribute to stress and reduce time for professional development or rest, potentially decreasing job satisfaction if not well managed (Gebremedhin, 2019).

For single teachers, the lack of family obligations may allow more time and flexibility for career development, further education, and engagement with extracurricular school activities. However, they may also face feelings of isolation or lack of social support, which could impact their motivation and satisfaction negatively, especially in rural or remote postings (Baye & Fekede, 2012).

The relatively higher percentage of married teachers suggests that a significant portion of the teaching workforce may benefit from policies that support family-friendly work environments, such as parental leave, housing benefits, or consideration in school placement near family. These factors could enhance retention and satisfaction, particularly among experienced teachers.

Table 3: Socio economic characteristic of respondent households

Below Table 3 described the socioeconomic background of respondent households. The table discuss educational status, field of studies, year of experience and work load, and teachers participation in school decision making processes.

Variables	Description	Frequency	Percentage
Educational background	Diploma	66	26
	Degree	185	72.8
	Masters and above	3	1.2
Field of studies	Language	99	39
	Math	38	15
	Social studies	32	12.6
	Natural Science	71	28
	Aesthetics and Physical education	11	4.3
	Education	3	1.2
Year of Experience	5 years and below	10	3.9
	6-10 years	169	66.5
	11-15 years	38	15
	16-20	32	12.5

	21yrs and above	5	2
Current work load	Manageable	204	80.3
	Excessive	50	19.7
Availability and accessibility of teaching materials	Yes	251	98.8
	No	3	1.3
Receiving rewards and recognition	Yes	210	82.7
	No	44	17.3
Participation in school decision making	Yes	215	84.6
	No	39	15.4

Educational Background

The majority of teachers held a Bachelor's degree (n = 185, 72.8%), followed by those with a Diploma (n = 66, 26%). Only a small percentage had a Master's degree or higher (n = 3, 1.2%). This indicates that while most teachers are adequately qualified at the undergraduate level, postgraduate qualifications are rare in the sample. The dominance of degree holders (72.8%) suggests a well-qualified teaching workforce. However, the low proportion of teachers with master's degrees or higher (1.2%) indicates limited opportunities for advanced professional development. Research has shown that higher educational qualifications are positively associated with teacher self-efficacy and job satisfaction, as they enhance pedagogical skills and career growth opportunities (Klassen & Chiu, 2010). Expanding access to postgraduate education could further improve teacher morale and motivation

Field of Study

Teachers came from diverse academic backgrounds. The most common field was Language (n = 99, 39%), followed by Natural Science (n = 71, 28%), and Mathematics (n = 38, 15%). Fewer participants specialized in Social Studies (n = 32, 12.6%), Aesthetics and Physical Education (n = 11, 4.3%), and Education (n = 3, 1.2%). This distribution reflects a strong emphasis on core subjects. The presence of a diverse field of study—with many teachers specializing in Language (39%) and Natural Science (28%)—indicates subject-matter expertise. However, teachers placed in subjects outside their specialization may experience role strain. Studies have found that alignment between teachers' fields of study and the subjects they teach positively influences job satisfaction (Ingersoll, 2001). Ensuring proper subject placement and offering subject-specific training can enhance satisfaction and performance.

Years of Experience

Most teachers had 6–10 years of experience (n = 169, 66.5%). Those with 11–15 years and 16–20 years of experience made up 15% (n = 38) and 12.5% (n = 32), respectively. A smaller portion

had 5 years or less (n = 10, 3.9%) or 21 years and above (n = 5, 2%). This suggests that the teaching force is largely composed of mid-career professionals. The finding that most teachers have 6–10 years of experience (66.5%) highlights a workforce in the mid-career stage. According to Day and Gu (2007), mid-career teachers are often more confident and effective, but they also face burnout if not supported adequately. Policymakers should provide career advancement opportunities and recognition to sustain motivation during this phase.

Current Workload

A substantial majority of respondents reported that their workload was manageable (n = 204, 80.3%), while a smaller group perceived their workload as excessive (n = 50, 19.7%). This may reflect reasonable task distribution in most schools. With 80.3% of teachers reporting manageable workloads, the results indicate a generally supportive work environment. Excessive workloads are a well-documented source of teacher dissatisfaction and stress (Skaalvik & Skaalvik, 2015). Continued attention to balanced task distribution, class sizes, and administrative duties is crucial to maintaining positive job attitudes.

Availability and Accessibility of Teaching Materials

Almost all teachers (n = 251, 98.8%) indicated that teaching materials were available and accessible, with only a small number (n = 3, 1.2%) reporting otherwise. This suggests that material support is generally not a barrier to job satisfaction. Nearly all respondents (98.8%) reported adequate access to teaching materials. This is a positive indicator, as availability of instructional resources has been linked to increased teacher effectiveness and satisfaction (Tschannen-Moran & Hoy, 2001). Sustaining this trend will require continued investment in school infrastructure and resources.

Receiving Rewards and Recognition

A high percentage of teachers (n = 210, 82.7%) reported receiving rewards and recognition, while 17.3% (n = 44) did not. Recognition appears to play a positive role in supporting teacher satisfaction. A significant majority (82.7%) of teachers indicated receiving recognition for their work. Recognition and appreciation are strong motivators and have been found to correlate with greater job satisfaction and lower turnover intentions (Bogler, 2001). Schools should institutionalize both formal and informal recognition mechanisms.

Participation in School Decision Making

The majority of teachers (n = 215, 84.6%) reported participating in school decision-making, whereas 15.4% (n = 39) did not. This implies that inclusive leadership practices are prevalent in many schools. The finding that 84.6% of teachers participate in decision-making reflects inclusive school governance. Participatory management is positively associated with job satisfaction, as it fosters a sense of ownership and professional respect (Pearson & Moomaw, 2005). Encouraging democratic leadership styles can contribute to greater teacher engagement and organizational commitment.

These findings underscore the multifaceted nature of teacher job satisfaction and highlight areas where school leaders and policymakers can intervene. Enhancing professional development, recognizing achievements, managing workload, and involving teachers in decision-making are key strategies supported by existing literature. Addressing these factors systematically can lead to improved teacher retention, performance, and student outcomes.

4.2. Interpretation of Mean Score Differences in Teacher Job Satisfaction across Six Primary Schools

The mean score analysis of teacher job satisfaction across six primary schools in Bole Sub-City, Addis Ababa, reveals substantial variation across multiple dimensions, indicating the significant influence of school-specific conditions. Birhane Zare Primary School consistently demonstrates the highest levels of satisfaction across most domains. Teachers in this school report strong satisfaction with facilities (M = 4.34), responsibility (M = 4.29), recognition (M = 4.42), and overall job-related satisfaction (M = 4.24). These results suggest that Birhane Zare has cultivated a supportive and resource-rich environment, reinforcing the idea that school-level investments in infrastructure and teacher support are critical to satisfaction (Taye, 2014; Workneh & Tassew, 2013).

In contrast, Addis Raiy Primary School records some of the lowest satisfaction scores in key areas such as income (M = 1.29), promotion (M = 2.02), and job-related aspects (M = 3.09), despite having the highest reported satisfaction with professionalism (M = 4.68). As reported by school leaders, this contrast suggests a potential mismatch between teachers' professional aspirations and the institutional support or career development opportunities available to them, which can lead to frustration and decreased morale. The dissatisfaction with promotion may reflect opaque or inconsistent advancement criteria, a known challenge in the Ethiopian public school system (Baye & Fekede, 2012).

Schools such as Bole Community and March 8 present moderate but relatively balanced satisfaction levels. For instance, Bole Community scores highly in facilities (M = 4.09) and recognition (M = 4.02), which are important predictors of teacher retention (Tsigie, 2018). March 8 also performs well in supervision (M = 3.98), suggesting effective administrative support, although its recognition score (M = 3.93) slightly lags behind other top-performing schools. Meanwhile, Ayeramba School, despite low ratings in facilities (M = 3.45) and professionalism (M = 4.03), ranks relatively well in satisfaction related to responsibility (M = 3.80), which may reflect clarity in job roles or a manageable workload.

Hidassie School also reports above-average satisfaction in several areas, particularly in relationships (M = 4.45) and promotion (M = 3.32), indicating a collegial atmosphere and perceived fairness in career progression. Relationship satisfaction was generally high across all schools, with all scores above 4.23, highlighting strong interpersonal dynamics and team spirit among staff. However, supervision satisfaction shows more variation, with Birhane Zare scoring the lowest (M = 3.59), suggesting that even high-performing schools may face gaps in leadership engagement. These findings were correlated with information obtained from school leaderships of

sample schools emphasizing within staff relationship is one of the good values maintained in their respective schools.

Overall, the analysis underscores that teacher job satisfaction in Bole Sub-City is not uniform and is significantly shaped by contextual factors at the school level. These findings align with national and international studies emphasizing the importance of leadership quality, recognition, resource availability, and career development opportunities in shaping teachers' attitudes toward their profession (Taye, 2014; Workneh & Tassew, 2013; Tsigie, 2018). Therefore, school-specific interventions—especially in lower-performing schools like Addis Raiy—are essential to enhance teacher motivation, retention, and performance.

4.3. Interpretation and Discussion of ANOVA Results: Dimensions of Teachers' Job Satisfaction in Ethiopia

A one-way analysis of variance (ANOVA) was conducted to determine whether there were statistically significant differences in teachers' job satisfaction across six different government primary schools located in Bole Sub-City, Addis Ababa. Table 4 below illustrated the analysis explored multiple dimensions of job satisfaction, including satisfaction related to facilities and resources, responsibility, income, job role, professionalism, promotion, recognition, supervision, and relationships. This statistical test was used to assess whether the mean satisfaction scores differed significantly between the schools, thereby identifying areas where school-level contexts may influence teacher experiences and motivation.

Table 4: ANOVA test of variables

ANOVA						
Variables		Sum of Squares	df	Mean Square	F	Sig.
Facilities and resource related satisfaction	Between Groups	21.672	5	4.334	11.124	.000
	Within Groups	96.638	248	.390		
	Total	118.310	253			
Teacher satisfaction related to responsibility	Between Groups	24.704	5	4.941	6.459	.000
	Within Groups	189.716	248	.765		
	Total	214.420	253			

income related satisfaction	Between Groups	7.946	5	1.589	5.887	.000
	Within Groups	66.944	248	.270		
	Total	74.889	253			
Job related satisfaction teachers satisfaction	Between Groups	38.360	5	7.672	11.880	.000
	Within Groups	160.156	248	.646		
	Total	198.515	253			
Professionalism related satisfaction	Between Groups	6.747	5	1.349	3.969	.002
	Within Groups	84.322	248	.340		
	Total	91.069	253			
Promotion related satisfaction	Between Groups	43.763	5	8.753	10.332	.000
	Within Groups	210.094	248	.847		
	Total	253.857	253			
Teacher recognition related satisfaction	Between Groups	17.161	5	3.432	12.253	.000
	Within Groups	69.470	248	.280		
	Total	86.631	253			
Teacher satisfaction related to relationship	Between Groups	1.160	5	.232	1.127	.347
	Within Groups	51.048	248	.206		
	Total	52.208	253			
	Between Groups	4.454	5	.891	1.310	.260

mean value for supervision related satisfaction	Within Groups	168.681	248	.680
	Total	173.135	253	

As seen from Table, 4. the one-way ANOVA conducted across six primary schools in Bole Sub-City revealed statistically significant differences in multiple dimensions of teacher job satisfaction. The follow-up interpretation, based on the observed mean score differences, provides clarity on where and how these differences manifest at the school level.

1. Facilities and Resource Related Satisfaction

The ANOVA result for facilities and resources was significant ($F(5, 248) = 11.12$, $p < .001$), which is clearly supported by the range in mean values. Birhane Zare (M = 4.34) and Bole Community (M = 4.09) rank highest, while Ayeramba (M = 3.45) and Addis Raiy (M = 3.59) fall behind. This variation underscores the unequal distribution of essential educational infrastructure among schools—a factor widely documented as influencing both motivation and performance (Taye, 2014; Workneh & Tassew, 2013).

2. Responsibility-Related Satisfaction

A significant difference was also found in satisfaction related to responsibility ($F(5, 248) = 6.46$, $p < .001$). Birhane Zare (M = 4.29) and Bole Community (M = 4.03) show higher satisfaction in this domain, suggesting better role clarity or autonomy. In contrast, Addis Raiy scored the lowest (M = 3.27), indicating potential issues such as ambiguous job descriptions or excessive administrative burden.

3. Income-Related Satisfaction

Though all schools show low income satisfaction scores, the ANOVA results ($F(5, 248) = 5.89$, $p < .001$) confirm significant variation. Hidassie (M = 1.87) and Bole Community (M = 1.78) report relatively higher satisfaction, while Addis Raiy (M = 1.29) is again at the lowest. This reflects differences in the perception or access to financial incentives, which may be informal or linked to school-specific programs.

4. Job-Related Satisfaction

The ANOVA showed a highly significant difference in overall job-related satisfaction ($F(5, 248) = 11.88$, $p < .001$). The mean scores reinforce this: Birhane Zare (M = 4.24) and Hidassie (M = 3.91) outperform others, while Addis Raiy (M = 3.09) lags behind. This disparity likely reflects differences in workload management, student behavior, administrative support, and classroom conditions (Gebremedhin, 2019).

5. Professionalism-Related Satisfaction

Significant differences in professionalism-related satisfaction were also detected ($F(5, 248) = 3.97$, $p = .002$). Interestingly, Addis Raiy scored the highest (M = 4.68), while Ayeramba recorded the

lowest (M = 4.03). While this may appear inconsistent with Addis Raiy's poor scores in other domains, it might indicate that despite systemic dissatisfaction, teachers at Addis Raiy view their professional identity positively—possibly due to qualifications, commitment, or community recognition.

6. Promotion-Related Satisfaction

Promotion-related satisfaction showed significant differences as well ($F(5, 248) = 10.33$, $p < .001$). Hidassie (M = 3.32) and Birhane Zare (M = 3.22) performed better in this domain, suggesting relatively transparent or supportive promotion practices. Addis Raiy (M = 2.02) again scores the lowest, pointing to a need for clearer career advancement structures in that school.

7. Recognition-Related Satisfaction

A significant variation was found in recognition satisfaction ($F(5, 248) = 12.25$, $p < .001$). Teachers at Birhane Zare (M = 4.42) and Hidassie (M = 4.36) feel most recognized for their efforts, while Addis Raiy (M = 3.77) falls short. Recognition is a critical non-monetary motivator, and these findings show how recognition practices differ substantially across schools (Tsigie, 2018).

8. Relationship-Related Satisfaction

For relationship-related satisfaction, the ANOVA result was not significant ($F(5, 248) = 1.13$, $p = .347$), and the means confirm this uniformity. All schools report relatively high scores (M > 4.2), with minimal variation, suggesting that teacher relationships with colleagues and administrators are generally strong across schools.

9. Supervision-Related Satisfaction

Likewise, no significant differences were observed in supervision satisfaction ($F(5, 248) = 1.31$, $p = .260$). The mean values, ranging from Birhane Zare (M = 3.59) to March 8 (M = 3.98), show moderate satisfaction across the board, pointing to a relatively standardized supervisory approach among schools in Bole Sub-City.

Conclusion

In summary, the significant ANOVA results are substantiated by meaningful variations in mean scores across schools, particularly in domains such as facilities, job responsibility, income, promotion, and recognition. These differences reflect how school-level factors—leadership, resource allocation, culture of recognition, and career development support—significantly affect teacher job satisfaction (Workneh & Tassew, 2013; Taye, 2014). Schools like Birhane Zare and Hidassie exhibit best practices that others could learn from, while Addis Raiy stands out as needing targeted administrative and policy attention. Improving equity in teacher experience across schools is essential for retention, performance, and the broader quality of education in the sub-city.

4.4. Determinant factors of Teachers level of satisfaction

Table 5: Determinants of teachers job satisfaction

Name of the school * level of satisfaction Cross tabulation						
		level of satisfaction				Total
		Satisfied		Dissatisfied		
Name of the schools		Count	Percentage	Count	percentage	
	Addis Raiy	14	38.89	22	61.11	36
	Ayeramba	15	57.70	11	42.30	26
	Bole community	33	84.6	6	15.4	39
	Birhane Zare	51	83.6	10	16.5	61
	Hidassie	46	86.80	7	13.20	53
	March 8	23	58.97	16	41.03	39
Total		182	71.65	72	28.35	254

Teacher Satisfaction across Schools in Bole Sub-City

In Table 5, the cross tabulation between the names of the six primary schools in Bole Sub-City and the reported levels of teacher satisfaction reveals considerable variation in how satisfied teachers are across different school environments. Among the total 254 respondents, 182 (approximately 72%) reported being satisfied, while 72 (28%) were unsatisfied. However, these figures vary notably from school to school.

Birhane Zare and Hidassie schools stand out with the highest satisfaction rates. At Birhane Zare, 51 out of 61 teachers (83.6%) reported being satisfied, and only 10 (16.4%) were unsatisfied. Similarly, Hidassie recorded a high satisfaction rate of 86.8% (46 out of 53). These results suggest that these schools may provide more supportive environments, better resources, fair promotion practices, and stronger leadership—all critical determinants of job satisfaction as emphasized by Workneh and Tassew (2013).

Bole Community also exhibited a strong satisfaction rate, with 33 out of 39 teachers (84.6%) expressing satisfaction, aligning with earlier mean score data that showed favorable perceptions in areas such as recognition and responsibility. Ayeramba, on the other hand, showed a more balanced outcome: 15 satisfied and 11 unsatisfied (57.7% satisfaction rate), suggesting a more moderate school environment.

In contrast, Addis Raiy presents the lowest satisfaction rate. Only 14 out of 36 teachers (38.9%) reported being satisfied, while a majority—22 teachers (61.1%)—reported dissatisfaction. This finding aligns with earlier results showing low mean scores in income, promotion, and job-related satisfaction at Addis Raiy, possibly pointing to issues such as poor administrative support, resource

shortages, or unclear advancement opportunities (Taye, 2014; Gebremedhin, 2019). March 8 School also had a relatively lower satisfaction rate, with 23 satisfied (59.0%) and 16 unsatisfied (41.0%), indicating mixed experiences among its staff.

Overall, the data confirm that teacher satisfaction in Bole Sub-City is not uniformly distributed and is shaped by specific school-level factors. Higher satisfaction in some schools may result from better leadership, facilities, and teacher engagement, while lower satisfaction may reflect systemic challenges that require targeted intervention. These results underscore the need for context-responsive strategies to improve teacher motivation and retention, especially in underperforming schools (Baye & Fekede, 2012)

Table 6: The Chi-square test association between school names and teachers satisfaction

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.106[a]	5	.000
Likelihood Ratio	37.236	5	.000
Linear-by-Linear Association	9.515	1	.002
N of Valid Cases	254		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.37.			

Interpretation of Chi-Square Test of Association between School Name and Teacher Satisfaction

A Pearson Chi-Square test (Table, 6) was conducted to examine the association between the name of the school and the level of teacher satisfaction (satisfied vs. unsatisfied) in six primary schools located in Bole Sub-City, Addis Ababa. The test yielded a statistically significant result, $\chi^2(5, N = 254) = 38.106, p < .001$, indicating a strong and significant association between the school in which a teacher works and their reported level of job satisfaction.

This result implies that teacher satisfaction is not evenly distributed across schools and is significantly influenced by school-specific conditions and practices. The Likelihood Ratio Chi-Square value (37.236, $p < .001$) supports this conclusion, while the Linear-by-Linear Association ($\chi^2 = 9.515, p = .002$) suggests a potential trend or pattern in satisfaction levels across the schools.

The assumptions of the Chi-Square test were met, as all expected cell counts were above 5, with the minimum expected count being 7.37. This confirms the reliability of the test results (Field, 2013). The findings are consistent with earlier descriptive results: schools like Birhane Zare, Hidassie, and Bole Community had significantly higher proportions of satisfied teachers, whereas Addis Raiy reported a majority of dissatisfied teachers. These discrepancies suggest that differences in institutional leadership, resource availability, opportunities for recognition and

promotion, and school culture likely play a pivotal role in shaping teacher satisfaction (Workneh & Tassew, 2013; Tsigie, 2018).

Given these significant differences, targeted policy interventions are needed, particularly in low-satisfaction schools like Addis Raiy and March 8, to ensure that teachers across all schools have equitable working conditions that promote motivation, retention, and instructional quality. The results underscore the importance of school-level leadership and organizational climate in influencing job satisfaction outcomes (Taye, 2014; Gebremedhin, 2019).

4.5. Determinants of teacher satisfaction

Binary Logistic Regression

Tests of Assumption

A. Outlier detection

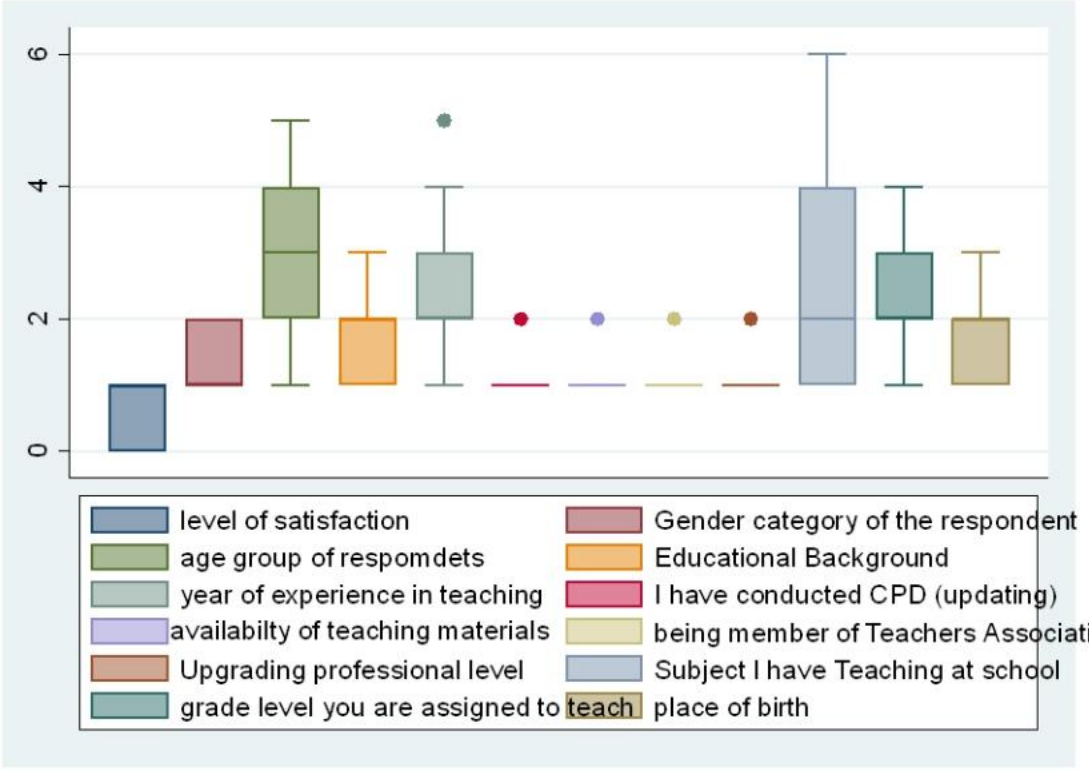


Figure 1: Test of outliers

A review of the box-plot (Figure, 1) shows that there are no significant outliers in the datasets. The plot includes key variables such as level of satisfaction, age group, gender, educational background, years of teaching experience, participation in CPD (Continuing Professional Development), availability of teaching materials, membership in teachers' associations, professional development opportunities, grade level taught, subject area, and place of birth. For all variables, data points fall well within the expected range, with most values contained inside the interquartile boundaries. Although one mild outlier appears in the "age group of respondents," it

is not extreme and does not pose any concern for the analysis. Overall, the distribution of the data is well-behaved and meets the assumption of no influential outliers, which is important for logistic regression. Therefore, no data cleaning or transformation is needed, and the dataset is appropriate for further analysis using binary logistic regression.

B. Multicolinariy test using VIF and Tolerance

Table 7: test of multicollinearity

VIF		
Variable	VIF	1/VIF
Teacher Association	1.97	0.507034
Age	1.83	0.545365
Year of Experience	1.54	0.651268
Professional Development (upgrading)	1.52	0.658052
Grade level	1.46	0.68636
Availability of teaching materials	1.4	0.713536
Educational Background	1.37	0.727617
Engaged in CPD training (updating profession)	1.35	0.740382
Subject Teaching	1.1	0.906706
Place of Birth	1.08	0.92177
Gender	1.03	0.970262
Mean VIF	1.42	

To check for multicollinearity among the independent variables in the logistic regression model (Table 7), a Variance Inflation Factor (VIF) test was performed. The results show that all VIF values are well below the commonly accepted cutoff of 5, indicating no serious multicollinearity issues. The highest VIF was 1.97 for the variable "Teacher Association," while all other variables—including age, years of experience, professional development, grade level, and educational background—had VIF values mostly between 1.1 and 1.8. The overall mean VIF was 1.42, which is comfortably low. These results suggest that the independent variables are not highly correlated with one another and meet the assumption of minimal multicollinearity required for binary logistic regression. As such, all variables can be retained in the model without concern.

Table 8: Binary logistic regression model output

Iteration 0: log likelihood = -161.90466

Iteration 1: log likelihood = -127.23836

Iteration 2: log likelihood = -126.00343

Iteration 3: log likelihood = -125.99084

Iteration 4: log likelihood = -125.99084

Logistic regression Number of obs =	254
LR chi2(18) =	71.83
Prob > chi2 =	0
Log likelihood = -125.99084 Pseudo R2 =	0.2218

Satisfaction Level	Coef.	Std. Err.	z	P>z	[95% Conf.	**odd ratio**
Gender						
Male	0.157877	0.355754	0.44	0.657	-0.53939	1.171022
Age	-0.56968	0.221756	-2.57	0.01	-1.00431	0.565706
Educ. Background						
diploma	0.149474	0.667558	0.22	0.823	-1.15892	1.161223
B.A/BSc/Bed degree	0.57902	0.571093	1.01	0.311	-0.5403	1.784289
Engaged in CPD (updating training)						
yes	0.603503	1.653482	0.36	0.715	-2.63726	1.828513
Availability of teaching Materials						
adequate	4.159881	1.613674	2.58	0.01	0.997137	64.0639
Member of Teacher Association						

Yes	-1.56965	0.673793	-2.33	0.02	-2.89026	0.208118
Improving level Profession. Upgrading educational status						
yes	2.675433	0.591788	4.52	0	1.51555	14.51864
Subject Teaching						
Math	1.97406	0.638311	3.09	0.002	0.722994	7.199849
Social Studies (Geo, history, citizenship)	1.465696	0.562667	2.6	0.009	0.362889	4.330556
Science (Biology, chemistry, Physics)	1.786243	0.437085	4.09	0	0.929572	5.966992
Education & behavioral studies (psychology, curriculum	0.989793	1.374602	0.72	0.471	-1.70438	2.690677
Art, Music and HPE	0.553617	0.872095	0.63	0.526	-1.15566	1.739534
Grade level you are teaching						
5- and 6	-1.59749	0.609414	-2.62	0.009	-2.79192	0.202404
7 and 8	-1.31997	0.572197	-2.31	0.021	-2.44145	0.267143
8-Jan	0.019038	1.303265	0.01	0.988	-2.53532	1.01922
Place Birth						
other urban center of Ethiopia	-0.56769	0.408065	-1.39	0.164	-1.36748	0.566833
Rural area	-0.62034	0.467884	-1.33	0.185	-1.53737	0.537762
_cons	-3.19522	2.198538	-1.45	0.146	-7.50428	0.040958

Logistic Regression Report: Factors Influencing Teachers' Job Satisfaction

A binary logistic regression analysis (Table 8) was conducted to examine the impact of several demographic, professional, and institutional factors on teachers' job satisfaction. The model was statistically significant ($\chi^2(18) = 71.83$, $p < 0.001$), indicating that the included predictors collectively contribute to explaining the variability in job satisfaction among teachers. The Pseudo R^2 value of 0.22 suggests a moderate fit for a social science model, which is acceptable in behavioral studies (Hosmer et al., 2013).

Significant Predictors of Job Satisfaction

Among the variables included in the model, **six predictors** were found to be statistically significant at the conventional $p < 0.05$ level. These are discussed below:

Age: The logistic regression analysis reveals a statistically significant negative relationship between teachers' age and their job satisfaction (p = 0.01). Specifically, the coefficient of -0.57 indicates that, when controlling for other factors, as teachers get older, the likelihood of reporting job satisfaction decreases. In practical terms, the odds ratio of 0.57 suggests that with each incremental increase in age category, the probability of feeling satisfied with the job drops by about 43%.

This finding resonates with both international and Ethiopian research highlighting similar trends. For example, Klassen and Chiu (2010) found that older teachers often experience lower self-efficacy and higher emotional exhaustion, which undermines their job satisfaction. Likewise, Perie and Baker (1997) showed that middle-aged and older teachers tend to feel dissatisfied due to fewer career advancement opportunities and increased administrative burdens. In the Ethiopian context, studies such as the one by Wondimu (2017) in Addis Ababa report that senior teachers often feel overlooked in professional development programs and leadership roles, leading to diminished motivation and engagement. Similarly, Tadesse and Mitiku (2020) found that aging teachers in Ethiopian primary schools face challenges related to job stress and lack of recognition, which negatively affect their commitment and satisfaction.

The implications of declining satisfaction among older teachers are significant. Experienced educators are invaluable not only for their classroom expertise but also for mentoring younger colleagues, contributing to curriculum development, and preserving the institutional culture that sustains school effectiveness. If their satisfaction wanes, it risks undermining these vital contributions. Moreover, dissatisfaction can lead to premature retirement or absenteeism, resulting in loss of instructional quality and weakening the collaborative spirit essential for school improvement (Ingersoll & Strong, 2011). This threatens both teacher professionalism and the broader goal of quality education.

From a policy standpoint, the findings highlight the need to develop **age-sensitive strategies** within teacher management frameworks in Ethiopia. Professional development programs tailored to the needs of older teachers, recognition systems that honor their experience, and pathways for role diversification—such as mentorship, coaching, or administrative leadership—can reinvigorate their motivation. Initiatives like the Ethiopian Ministry of Education's recent efforts to provide continuous training and leadership opportunities for veteran teachers (MoE, 2022) are positive steps in this direction. Such interventions are critical to sustaining an engaged, professional

teaching workforce capable of driving improved educational outcomes in rapidly evolving urban centers like Addis Ababa.

Availability of Teaching Materials: The logistic regression analysis reveals a highly significant and remarkably strong positive relationship between the availability of teaching materials and teachers' job satisfaction ($p = 0.01$). The coefficient of 4.16 indicates a substantial increase in the likelihood that teachers who have access to adequate instructional resources report being satisfied with their jobs. Even more striking is the odds ratio of 64.06, suggesting that teachers with sufficient teaching materials are over 64 times more likely to express job satisfaction compared to those lacking such resources.

This finding is consistent with a broad body of research demonstrating that access to quality teaching materials—including textbooks, lesson guides, laboratory equipment, and digital tools—is a fundamental factor in shaping teacher motivation and professional fulfillment. For example, the OECD (2020) and UNESCO (2017) both highlight that well-resourced classrooms empower teachers to implement learner-centered approaches, reduce classroom-related stress, and foster a positive educational environment. In the Ethiopian context, Adeyemi (2010) found that the presence of adequate teaching and learning materials in primary schools strongly correlates with higher teacher satisfaction and improved instructional quality. Similarly, a recent study by Mekonnen and Desta (2019) in Addis Ababa emphasized that resource shortages in public schools contribute significantly to teacher frustration, absenteeism, and attrition.

Practically speaking, these results underscore the urgent necessity of equipping schools, especially in resource-constrained settings like many parts of Ethiopia, with sufficient and context-appropriate teaching materials. When teachers have the tools they need, they are more engaged, motivated, and able to deliver effective instruction. This not only enhances their professional experience but also directly supports better student engagement, learning outcomes, and overall educational achievement.

Moreover, the availability of teaching materials is an essential marker of professional respect and institutional support. It enables teachers to uphold pedagogical standards consistent with curricular objectives, strengthening their role as professionals. Conversely, working in under-resourced environments often leads to frustration, burnout, and lowered morale among teachers—factors shown to erode instructional quality and negatively affect student performance (Nguyen et al., 2021).

From a policy and management perspective, this evidence calls for urgent prioritization of resource provision as a strategic lever to improve teacher satisfaction and elevate the quality of education. Rather than viewing instructional materials as mere inputs, education authorities should recognize them as critical enablers of professionalism and performance. Investments in teaching materials, especially in rapidly growing urban areas like Addis Ababa's Bole Sub-City, must be integral to education planning and budget allocations to foster sustainable improvements in both teacher well-being and student success.

3. Membership in Teacher Association: The logistic regression analysis reveals a statistically significant negative association between membership in a teacher association and job satisfaction ($p = 0.02$). The coefficient of -1.57 indicates that teachers who are members of such associations are significantly less likely to report being satisfied with their jobs. Specifically, the odds ratio of 0.21 suggests that association members are approximately 79% less likely to express job satisfaction compared to their non-member counterparts.

At first glance, this finding may appear counterintuitive, given that teacher associations typically exist to advocate for members' rights, improve working conditions, and promote professional solidarity. However, similar patterns have been observed in prior research. For example, Bascia and Stevenson (2017) argue that teacher union participation tends to increase during periods of professional dissatisfaction or institutional challenges, suggesting that membership may be a response to existing frustrations rather than a cause of them. In other words, teachers who join associations may do so because they are already experiencing dissatisfaction or perceive systemic issues requiring collective action.

Furthermore, membership in teacher associations often exposes educators to deeper insights into policy shortcomings, resource inequities, and organizational constraints within the education system. Torres (2014) notes that teachers who are politically and professionally engaged through unions or associations tend to hold higher expectations for reform and may experience greater disillusionment when changes are slow or inadequate. This heightened critical awareness can contribute to lower reported job satisfaction among association members.

These findings carry important implications for educational policy and school leadership in Ethiopia and similar contexts. Rather than viewing teacher association membership as a root cause of dissatisfaction, it should be understood as a signal pointing to underlying structural or organizational issues that require attention. Ignoring these signals risks perpetuating low morale, diminishing instructional commitment, and ultimately impairing school performance.

Moreover, the association between dissatisfaction and union membership underscores the need to foster stronger communication and collaborative partnerships between education authorities and teacher associations. When teacher associations are engaged constructively, they can evolve from reactive bodies focused on grievances into proactive partners in professional development, quality assurance, and school improvement initiatives. Bangs and Frost (2012) highlight that within supportive institutional frameworks, teacher associations play a critical role in advancing professional growth, advocating for effective policies, and contributing meaningfully to the delivery of quality education.

Professional Upgrading: The logistic regression results reveal a highly significant and strong positive association between professional upgrading—such as participation in continuous professional development (CPD) or educational status improvement—and teachers' job satisfaction ($p < 0.001$). With a coefficient of 2.68, the data suggest that teachers involved in professional upgrading experience a substantial increase in the likelihood of reporting job satisfaction. The odds ratio of 14.52 further emphasizes this relationship, indicating that such

teachers are over 14 times more likely to feel satisfied with their jobs compared to those who do not engage in upgrading activities.

This robust effect highlights the vital role that ongoing professional learning and career advancement opportunities play in fostering teacher motivation, self-efficacy, and active engagement in their work. The finding aligns with established literature; for instance, Day and Gu (2007) note that teachers who perceive support for their professional growth tend to exhibit greater commitment, resilience, and innovative teaching practices. Similarly, the OECD (2019) emphasizes that access to structured professional development positively influences job satisfaction and teacher retention globally.

Beyond improving pedagogical skills and instructional competence, professional upgrading cultivates a sense of personal achievement, recognition, and career progression. These factors are crucial for building a strong professional identity and fostering a sense of institutional belonging, which are key drivers of teacher morale and satisfaction (Evans, 2011). In the Ethiopian context, studies such as Alemu and Wogayehu (2021) have documented that teachers who participate in CPD programs report higher levels of job satisfaction and feel better equipped to meet classroom challenges, especially in rapidly changing urban environments like Addis Ababa.

From a policy perspective, these results reinforce the urgency of institutionalizing continuous professional development as an integral part of teacher management systems. Establishing clear links between CPD, career advancement, financial incentives, and professional recognition can create meaningful motivation for teachers to continuously upgrade their skills and remain committed to the profession. This is particularly critical in resource-constrained settings, where unequal access to training opportunities may exacerbate disparities in teacher quality and motivation between urban and rural schools.

Moreover, professional upgrading does not only benefit teachers; it has positive ripple effects on students' educational experiences and outcomes. Teachers engaged in lifelong learning are more likely to adopt learner-centered instructional strategies, foster reflective practice, and contribute to the culture of quality education—essential elements in Ethiopia's ongoing efforts to improve primary education quality (Villegas-Reimers, 2003; Ministry of Education [MoE], 2020).

Subject Taught: The logistic regression analysis demonstrates that the subject area taught by educators significantly influences their reported job satisfaction. Compared to teachers specializing in language and other non-core subjects—such as educational and behavioral sciences—those teaching mathematics, social studies, and science report significantly higher levels of job satisfaction. The details and implications of these effects are discussed below.

Mathematics Teachers: With a coefficient of 1.97 and an odds ratio of 7.20 ($p = 0.002$), mathematics teachers are over seven times more likely to report job satisfaction compared to the baseline group. This statistically significant result may reflect several systemic factors. Mathematics is often viewed as a high-demand, high-status subject prioritized in national education reforms and standardized assessments. Consequently, mathematics teachers frequently receive more institutional support, targeted professional development, and societal recognition. Ingvarson, Schwille, and Tatto (2013) observe that countries emphasizing mathematics and

science in their policy frameworks tend to allocate greater resources and incentives to these subjects, which enhances teachers' motivation and job satisfaction. Moreover, the perceived career stability and clearer specialization pathways within mathematics teaching likely contribute to this elevated satisfaction.

Social Studies Teachers (Geography, History, Citizenship): The analysis reveals a coefficient of 1.47 and an odds ratio of 4.33 ($p = 0.009$) for social studies teachers, who are thus about 4.3 times more likely to report job satisfaction relative to the reference group. Social studies educators often engage with topics of civic identity, cultural relevance, and community development, which can foster a deep sense of purpose and social impact. Parker (2010) notes that subjects promoting civic engagement and critical thinking resonate strongly with teachers' intrinsic motivations, thereby enhancing satisfaction and professional commitment. Additionally, the pedagogical flexibility found in social studies—through project-based learning and community outreach—can create engaging and meaningful teaching experiences.

Science Teachers (Biology, Chemistry, Physics): Science educators show a coefficient of 1.79 and an odds ratio of 5.97 ($p < 0.001$), indicating they are nearly six times more likely to express job satisfaction than the reference group. This heightened satisfaction may be attributed to the prestige associated with scientific disciplines, coupled with greater access to laboratory facilities, specialized training, and focused investments in STEM education. Given the global emphasis on technological advancement and economic development, governments and international agencies prioritize science education, often providing teachers with resources that enhance their professional experience. Darling-Hammond et al. (2017) argue that science teachers with adequate resources and content-specific training tend to remain longer in the profession and report higher job satisfaction.

4.6. Implications for Educational Achievement, Professionalism, and Quality Education

These subject-specific differences in teacher satisfaction have meaningful implications. Firstly, higher satisfaction among mathematics, science, and social studies teachers likely leads to improved instructional effectiveness, greater continuity, and better student outcomes in these fields. Satisfied teachers tend to invest more time and creativity in lesson planning, employ innovative pedagogical methods, and remain committed to their students' success (OECD, 2019).

Secondly, the findings highlight the critical need to address disparities in teacher support across different subject areas. Subjects perceived as less prestigious or receiving less attention may experience lower morale, higher attrition, and poorer educational outcomes unless policy interventions promote equity in recognition, professional development, and resource allocation.

Finally, adopting a subject-sensitive approach to teacher professional development, workload distribution, and incentive structures can strengthen overall teacher professionalism and enhance the quality of education. Ensuring satisfaction across all disciplines—not just STEM and civic studies—supports a balanced, holistic curriculum aligned with Ethiopia's and global goals for quality education for all.

Grade Level Taught: The logistic regression analysis reveals a statistically significant negative association between the grade levels taught and teacher job satisfaction, particularly for those teaching Grades 5–6 and Grades 7–8, when compared to the reference group of teachers instructing Grades 1–4. This pattern highlights important structural and pedagogical challenges faced by educators at the upper primary and lower secondary levels.

For Grades 5–6, the coefficient of -1.60 and an odds ratio of 0.20 ($p = 0.009$) indicate that teachers in these grades are approximately 80% less likely to report job satisfaction compared to their counterparts in the early grades. This decline likely reflects the unique complexities associated with teaching upper primary students—a critical transition period marked by a curricular shift toward more specialized subjects, heightened academic demands, and the emergence of adolescent behaviors. Such transitions place additional emotional, pedagogical, and disciplinary pressures on teachers. Hargreaves (2000) emphasizes that this developmental stage requires teachers to be equipped with adequate training and institutional support to meet students' evolving needs effectively. Unfortunately, insufficient recognition and professional development for teachers at this level often contribute to their diminished satisfaction.

Similarly, for Grades 7–8, which are often considered part of the junior secondary cycle, the coefficient of -1.32 and odds ratio of 0.27 ($p = 0.021$) suggest that these teachers are about 73% less likely to be satisfied with their jobs than those teaching lower grades. The challenges at this level include more exam-oriented curricula, larger class sizes, increased pressure for student academic performance, and limited teacher autonomy. UNESCO (2018) reports that junior secondary teachers in many developing countries face intensified workloads, inadequate subject-specific training, and insufficient institutional support—all factors that undermine job satisfaction and professional morale. Additionally, as Eccles et al. (1993) note, adolescent students at this stage exhibit more complex socio-emotional and behavioral needs, adding to the classroom management demands placed on teachers.

These findings carry serious implications for the quality and continuity of education in Bole Sub-City and similar contexts. Grades 5–8 serve as pivotal years for foundational subject specialization and significantly influence students' academic trajectories. If teachers at these levels experience low job satisfaction, the likely consequences include reduced instructional quality, lower motivation, and increased turnover rates, all of which threaten student learning outcomes and school stability.

To address these challenges, policymakers and school leaders must develop targeted interventions tailored to the needs of teachers in these critical grade levels. This includes providing differentiated professional development programs, pedagogical mentoring, and classroom management training specifically designed for upper primary and junior secondary educators. Furthermore, workload management strategies and improved classroom resources are essential to reduce teacher burnout. Recognizing and elevating the professional status of teachers in Grades 5–8 through formal acknowledgment and career advancement opportunities can also strengthen their sense of professional identity, purpose, and commitment, thereby enhancing retention and overall educational quality.

Non-Significant Variables

Variables such as gender, place of birth, educational background, and CPD participation (updating training) did not show statistically significant effects on job satisfaction. While they may still play a role, their effects were not strong enough to reach conventional levels of significance in this model.

4.7. Conclusion

The findings of this study offer valuable insights into the complex and often underappreciated factors that shape primary school teachers' job satisfaction in Bole Sub-City, Addis Ababa. Through rigorous logistic regression analysis, the study has revealed that teacher satisfaction is not only a matter of individual disposition or institutional culture but is deeply influenced by structural, professional, and contextual elements. Key determinants such as access to teaching materials, opportunities for professional upgrading, the subject and grade level taught, age, and the nature of professional associations all play a significant role in shaping how teachers perceive and experience their work.

Notably, the study found that teachers with access to adequate teaching resources and those involved in professional upgrading were significantly more likely to be satisfied with their jobs. These findings underscore the importance of providing the basic tools and growth opportunities that enable teachers to feel competent, respected, and motivated. Conversely, teachers working in upper primary grades (Grades 5–8), older educators, and members of teacher associations reported lower levels of satisfaction, highlighting the challenges and frustrations that often go unaddressed within the system.

What emerges from these findings is a clear message: teacher satisfaction is not a luxury—it is a foundational element of a functional and quality education system. When teachers are supported, respected, and given the resources and opportunities they need to grow, they are more likely to stay in the profession, perform effectively, and contribute positively to students' learning and overall school improvement. On the other hand, when teachers feel unsupported, overburdened, or professionally stagnant, their morale suffers, and the ripple effects are felt by students, families, and communities alike.

These conclusions are especially relevant in the context of Bole Sub-City, an area characterized by fast-paced urbanization, rising student enrollment, and increasing pressure on school infrastructure and personnel. In such a dynamic environment, teachers are at the frontlines—not only delivering instruction but also managing diverse classrooms, supporting learners' social and emotional development, and responding to the broader challenges of educational equity and inclusion. Their well-being and professional satisfaction must therefore be at the heart of local education policy and school leadership efforts.

Investing in teacher satisfaction is not just about improving working conditions—it is about building a stronger, more resilient education system that can deliver on its promise of quality education for all. The evidence from this study strongly suggests that with the right policies, support systems, and leadership practices in place, Bole Sub-City can set an example for how

local-level interventions can make a significant difference in the lives of teachers—and by extension, the students they serve.

4.8. Policy Implications and Recommendations

First, the study strongly underscores the need for improved and equitable access to teaching materials. Teachers with adequate resources were over 64 times more likely to be satisfied, indicating the transformative power of well-resourced classrooms. The Bole Sub-City Education Office, in collaboration with the Addis Ababa Education Bureau, should prioritize the distribution of essential teaching materials—especially to schools in densely populated or underserved areas—to enhance instructional delivery and teacher morale.

Second, professional upgrading emerged as a powerful positive predictor of satisfaction. This calls for institutionalizing continuous professional development (CPD) as a core element of teacher support. Locally accessible, needs-based upgrading programs—such as short-term training, distance learning, and in-service diploma or degree programs—should be scaled up. Incentivizing participation through clear links to salary progression and career advancement would further enhance engagement and retention.

Third, the findings highlight an age-related decline in satisfaction, suggesting that older teachers may feel undervalued or professionally stagnant. To address this, age-sensitive support mechanisms such as assigning senior teachers to mentorship, leadership, or instructional coaching roles could help revitalize their engagement. Reducing non-instructional burdens for experienced teachers may also contribute to restoring job satisfaction and preserving institutional knowledge.

Fourth, while teacher association membership was negatively associated with job satisfaction, this likely reflects existing dissatisfaction rather than the role of associations per se. Rather than discouraging participation, education authorities should foster positive engagement with teacher associations. This could involve including them in school-level decision-making processes, promoting collaborative advocacy, and establishing joint platforms for addressing professional concerns in a constructive manner.

Fifth, grade level assignment significantly affects teacher satisfaction. Teachers in Grades 5–8 were notably less satisfied, likely due to heavier workloads, curriculum demands, and the behavioral challenges of pre-adolescent learners. Targeted interventions such as load redistribution, enhanced classroom support, and specialized training in adolescent pedagogy would help alleviate these pressures. Particular attention should be given to supporting teachers transitioning from lower to upper grades, where instructional complexity increases.

Sixth, satisfaction was higher among teachers of mathematics, science, and social studies, reflecting the institutional and societal value placed on these subjects. While this is encouraging, it raises concerns about potential disparities in recognition and support across subject areas. Local educational leaders should adopt a balanced recognition strategy that affirms the contributions of teachers in all disciplines—languages, arts, moral education, and others—not just those in prioritized areas.

Finally, the findings call for the development of localized teacher satisfaction monitoring systems. Woreda-level education offices under Bole Sub-City should conduct regular surveys and consultations with teachers to identify emerging issues, track morale, and tailor interventions. Such data-driven approaches will enable more responsive and equitable policymaking at the sub-city level.

Final Note

Improving teacher job satisfaction is a strategic priority for achieving educational equity, quality, and sustainability. In the context of Bole Sub-City, where urbanization and educational demand intersect, targeted, context-sensitive policies are essential. By addressing the determinants of teacher satisfaction identified in this study—particularly access to resources, professional development, grade-level support, and inclusive leadership—local education stakeholders can significantly enhance the teaching profession. These reforms will not only uplift the well-being of teachers but also foster better learning outcomes and a stronger, more resilient education system.

Research Limitations and Future Directions

While this study provides valuable insights into the factors affecting teacher job satisfaction in Bole Sub-City, it is important to recognize its limitations. The cross-sectional nature of the research means that it captures a snapshot in time, making it difficult to draw conclusions about how teacher satisfaction might change over months or years. Additionally, since the study focused exclusively on public primary schools within one sub-city of Addis Ababa, the findings may not fully represent the experiences of teachers in rural areas, private schools, or other regions of Ethiopia. There are also important factors—such as the influence of school leadership, community involvement, and personal circumstances of teachers—that were beyond the scope of this study but could play significant roles in job satisfaction. To build on this work, future research should consider longitudinal studies that follow teachers over time, as well as qualitative approaches that delve deeper into teachers' personal stories and challenges. Expanding the research to diverse geographic and institutional contexts will also help create a fuller picture, enabling policymakers to design more effective, context-sensitive strategies to support Ethiopia's teachers.

Declarations

Ethical approval

I confirm that this research was conducted in full compliance with the ethical principles outlined in the Declaration of Helsinki (World Medical Association, 1964) for studies involving human participants. Ethical approval for the study was granted by the Ethical Review Board of the Department of Geography and Environmental Studies, Oromia State University, Robe campus, on June, 2026. All data collected during the study have been securely stored and are accessible only to the principal researcher. No personally identifiable information has been disclosed, and all

reports and publications derived from this research ensure the anonymity and confidentiality of participants.

Availability of Data

The quantitative data set used and analyzed during the current study is available from the corresponding author upon reasonable request.

Consent to Participants

Participants' consents were obtained from all participants who stated the detailed of study purpose, their involvements, risks, and benefits. They were assured of their right to withdraw at any time and confidentiality of their responses. By signing the consent form participants were given their consent. The data collection was carried out accordingly.

Consent to publish

I, the author, give my consent for this work to be published. I confirm that the research was conducted ethically, that all participants' rights and privacy were respected, and that I have the necessary permissions for any third-party content included. I authorize the publisher to share and distribute this work in print, online, or other formats.

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