



**WALLAGA UNIVERSITY**

**SCHOOL OF POST GRADUATE STUDIES**

**TEACHERS' JOB SATISFACTION IN PRIVATE AND PUBLIC  
SECONDARY SCHOOLS: A COMPARATIVE STUDY IN YEKA**

**SUB-CITY, ADDIS ABABA**

**By: ABNET AYELE ABATE**

**JUNE, 2026**

**NEKEMTE, ETHIOPIA**



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**SUB-CITY, ADDIS ABABA**

A THESIS SUBMITTED TO THE COLLEGE OF EDUCATIONAL AND BEHAVIORAL  
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**FINAL THESIS APPROVAL FORM**

As a member of examining board of the final thesis MA open defense, we certify that we have read and evaluated thesis prepared by Abnet Ayele under the title “Teachers' Job Satisfaction In Private And Public Secondary Schools: A Comparative Study In Yeka Sub-City, Addis Ababa” and recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Art in Measurement and Evaluation.

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**Certification of the final Thesis**

I certify that all the correction and recommendation suggested by the Board of Examiners are incorporated in to the final thesis entitled “Teachers' Job Satisfaction In Private And Public Secondary Schools: A Comparative Study In Yeka Sub-City, Addis Ababa” by Abnet Ayele

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## **DECLARATION**

I, the undersigned, declare that the thesis on “Teachers' Job Satisfaction in Private and Public Secondary Schools: A Comparative Study In Yeka Sub-City Addis Ababa: Yeka Sub-city” is my own work and that the sources used are indicated and acknowledged in the references.

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## **STATEMENT OF THE AUTHOR**

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

**WU** = Wallaga University

**SPSS** = Statistical Package for the Social Sciences,

**M** = Mean, a measure of central tendency.

**SD** = Standard deviation, a measure of data dispersion.

**p** = p-value, indicating statistical significance.

**JS** = Job Satisfaction, the core focus of the research.

**DV** = Dependent Variable.

**IV** = Independent Variable.

**MoE** = Ministry of Education.

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## **ABSTRACT**

*This study examined teachers' job satisfaction in private and public secondary schools: a comparative study in Yeka Sub-City, Addis Ababa. The main purpose of the study was to compare the level of job satisfaction and identify the major factors influencing teachers' job satisfaction in both school types.*

*A mixed research approach was employed. Quantitative data were collected through structured questionnaires administered to teacher respondents, while qualitative data were gathered through document analysis to support and triangulate the quantitative findings. A descriptive and comparative research design was used for the study.*

*The findings indicated that there are differences in teachers' job satisfaction between private and public secondary schools. Factors such as salary and benefits, professional development opportunities, working environment, supervision, workload, recognition, and job security were found to significantly influence teachers' job satisfaction. The results of the inferential analysis further showed that the independent variables collectively explain a substantial variation in teachers' job satisfaction.*

*The study concludes that improving working conditions, strengthening professional development opportunities, and enhancing fair compensation systems are essential to increase teachers' job satisfaction in both private and public secondary schools. Based on the findings, recommendations were made for school administrators, education officials, and policymakers to improve teachers' working conditions and overall satisfaction.*

**Keywords: Job Satisfaction, Teachers, Private Schools, Public Schools, Secondary Education ::**

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1. Background of the Study**

Education systems rely heavily on teachers, as they play a central role in shaping students' academic achievement and overall development. The effectiveness of teachers is closely linked to their level of job satisfaction, which reflects how they feel about their profession, working environment, and responsibilities (Locke, 1976). When teachers are satisfied with their jobs, they are more likely to demonstrate commitment, creativity, and high performance in the classroom.

Research in organizational behavior shows that job satisfaction is influenced by intrinsic and extrinsic factors. Intrinsic factors include recognition, achievement, and growth, while extrinsic factors include salary, working conditions, leadership, and school policies (Herzberg, 1966; Robbins & Judge, 2017). These factors influence teachers' motivation and retention in schools.

Globally, studies have revealed that teacher job satisfaction varies significantly depending on school context and working conditions. For instance, research conducted in various countries indicates that teachers in private schools sometimes report different levels of satisfaction compared to those in public schools due to differences in workload, remuneration, and management systems (Crossman & Harris, 2006; Skaalvik & Skaalvik, 2011).

In the African context, teacher job satisfaction has remained a major concern due to challenges such as limited resources, large class sizes, and insufficient professional support. These challenges often lead to reduced motivation and high turnover among teachers (Bennell & Akyeampong, 2007).

In Ethiopia, efforts have been made to improve the education system; however, teacher dissatisfaction continues to be reported in both private and public schools due to factors such as low salary, poor working conditions, and limited career advancement opportunities (Tadesse, 2020; Tilaye, 2020). Nevertheless, there is still limited comparative evidence on how job satisfaction differs between private and public secondary school teachers, particularly in specific local contexts such as Yeka Sub City of Addis Ababa.

Therefore, this study focuses on examining and comparing teacher job satisfaction in private and public secondary schools in Yeka Sub City, Addis Ababa, in order to contribute empirical evidence that may help improve teacher motivation and educational quality.

## **1.2. Statement of the Problem**

The study will investigate teacher job satisfaction because its effects lead to better student outcomes and teaching effectiveness and school performance improvements. The issue continues to require further investigation due to the limited empirical studies comparing teacher job satisfaction in public and private schools within Yeka Sub-City. Various factors such as the conditions of their work, their financial compensation, and the support they receive from their administrators and their chances for professional growth will determine how teachers feel about their work. The different elements that exist between private schools and public schools will create different levels of job satisfaction, which will subsequently affect student performance and classroom management.

According to international studies (Locke, 1976; Skaalvik & Skaalvik, 2010), teacher job satisfaction is influenced by both intrinsic and extrinsic factors such as workload, leadership, and working conditions. Similarly, studies in Sub-Saharan Africa and Ethiopia (Yohannes & Wasonga, 2021; Kassahun, 2019) indicate that poor working conditions, salary disparities, and weak administrative support significantly reduce teacher job satisfaction.

Recent studies in Ethiopia also confirm that salary remains a major determinant of teachers' job satisfaction. For example, studies conducted in Addis Ababa and other regions found that inadequate salary and benefit packages significantly reduce teachers' motivation and commitment (e.g., Tesfaye, 2020; Aklilu, 2024). Similarly, research by Gebremedhin and colleagues (2023) reported that low pay contributes to teacher dissatisfaction and turnover intention in secondary schools. These findings reinforce that, despite intrinsic motivation, financial compensation remains a critical factor influencing teacher job satisfaction in the Ethiopian context.

Recent studies indicate that salary and working conditions remain key determinants of teacher job satisfaction (e.g., Bhatia & Williams, 2023; Daneshmandi et al., 2023).

Policymakers, school administrators, and relevant stakeholders must understand the distinct differences between these two groups to design effective strategies that enhance learning environments and boost teacher motivation. The specific environmental elements that

determine teacher satisfaction in Yeka Sub City, Ethiopia, remain unexplored because prior studies failed to investigate these factors, which makes it impossible to create successful solutions for these important problems. The existing situation requires researchers to conduct a comparative study that will examine job satisfaction among teachers at both school sectors. The study aims to identify job satisfaction's main factors and explore the various differences between two groups of participants.

The evidence-based recommendations that teachers present for both public and private school environments will improve working conditions and enhance teacher motivation, which will ultimately lead to improved educational outcomes in the specified region. The following factors, which drive work motivation among employees, create dissatisfaction for them because of their organizational leadership practices: school principals who fail to work together with others in their educational leadership role; school principals who do not share their institutional vision and goals with others; employees who lack confidence in school and educational office leaders; employees who express dissatisfaction with the existing management procedures and the unprofessional behavior that accompanies them; and organizational leaders and administrators who disregard the responsibilities that school owners and educational professionals must handle. The educational leaders and owners of the school should identify the dissatisfying factors for teachers under their school. According to Robbins and Coulter (2009), organizations need to understand the factors that create their best work environments because these factors will help their employees perform at their highest potential, which results in benefits for both parties. Job satisfaction, which employees experience at work, is essential for organizations to reach their sustainable development targets, according to Rana (2011). When teachers are satisfied with their work, they recognize their duty to make their communities better. Teachers who lack job satisfaction will show decreased work performance. Teachers who experience job dissatisfaction show decreased dedication to their teaching responsibilities, which results in less effective work performance for their educational institutions and their students and their parents and the entire community. The teaching profession operates through teachers who implement educational content to students while managing classroom activities. stated that teachers who experience low motivation display declining professional standards through various forms of serious misconduct that occur both at work and outside the workplace and their overall decline in professional conduct. Teacher job satisfaction exists as a fundamental factor that determines educational quality and school effectiveness across all global educational systems. The

foundation of any educational system is its teachers, whose dedication, drive, and morale have a direct impact on student behavior, performance, and the general atmosphere of the school. Numerous studies conducted all over the world have repeatedly shown that contented teachers are more likely to be committed, enthusiastic, and effective, all of which eventually help students learn more effectively. The "Statement of the Problem" section of this study reveals how the research problem is defined.

Worldwide educational quality and school effectiveness depend on the job satisfaction of important teachers. The essential need for research about teacher satisfaction in public and private secondary schools in Yeka Sub City of Addis Ababa in Ethiopia remains unfulfilled because existing studies fail to compare teacher satisfaction levels and its causes between these two types of schools. Research about teacher satisfaction in urban Ethiopian settings requires researchers to study how different factors affect their job satisfaction, which includes their working environment and salary and administrative assistance and cultural elements. The creation of focused interventions meant to improve teachers' work environments and motivations—both crucial for raising the standard of education overall—is hampered by this gap. The situation becomes worse because teachers struggle to maintain their work performance when schools face two main challenges. The educational results of Yeka Sub City will improve through a comparative study that discovers solutions to this problem because it builds better policy choices and promotes sustainable practices. The contentment and dedication of educators serve as the main foundation for educational progress, which enables schools to deliver their most effective teaching methods.

The "Statement of the Problem" shows that teacher job satisfaction matters because it affects both the effectiveness of schools worldwide and the overall quality of education. Teachers are recognized as the essential people who build educational systems because their motivation and dedication, together with their work satisfaction, determine how students behave and learn and how schools function. Numerous international studies show that teachers who experience job satisfaction will demonstrate dedication and passion and achieve success in their professional responsibilities. The positive attitude leads to significant improvements in students' learning results. Teacher dissatisfaction creates negative effects on student performance and the entire educational system because it reduces teacher motivation and increases staff turnover while damaging classroom management.

Research should examine specific factors that influence teacher satisfaction because this research will show how structural problems in Ethiopia impact teacher motivation and their connection to educational standards. Teacher discontent creates low morale, which prevents school systems from developing because it decreases teacher motivation and increases teacher turnover and decreases student performance. The factors that determine teacher satisfaction must be understood because they affect both teacher work conditions and the success of educational programs, which need to be maintained over time.

This research gap requires complete studies that focus on specific educational settings to study all elements of teacher satisfaction and their impacts on student performance.

### **1.3. Research Questions**

1. What is the level of job satisfaction among teachers in public secondary schools in Yeka Sub-city?
2. What is the level of job satisfaction among teachers in private secondary schools in Yeka Sub-city?
3. Is there a significant difference in job satisfaction between private and public secondary school teachers in Yeka Sub-city?
4. What factors are associated with teacher job satisfaction in private and public secondary schools in Yeka Sub-city?

### **1.4. Objectives**

#### **1.4.1. General objective**

The general objective of the study is to compare the level of teachers' job satisfaction between teachers in private and public secondary schools of Yeka Sub-City.

#### **1.4.2. Specific objectives**

To examine the relationship between salary, working conditions, administrative support, and job satisfaction teachers in private and public secondary schools in Yeka Sub-city.

To determine whether there is a statistically significant difference in job satisfaction between teachers in private and public secondary schools in Yeka sub-city.

To identify the key determinants of job satisfaction among teachers in both private and public secondary schools in Yeka sub-city.

To assess the relationship between job satisfaction and teacher retention rates in private and public secondary schools in Yeka Sub-city.

### **1.5. Significance of the Study**

The research investigates Yeka Sub-city public and private secondary schools to determine teacher job satisfaction of their educators. The study examines different factors influencing job satisfaction, including remuneration, working conditions, opportunities for career advancement, and organizational support.

The research results provide organizations with insights that enhance their human resources management systems and assist them with their strategic development works. The research work develops knowledge for Ethiopia, which focuses on teacher job satisfaction together with their motivation to work because it helps educational authorities to improve student outcomes through professional development and better work conditions, which lead to growth in the education sector.

It may help school administrators understand the level of teacher job satisfaction in private and public secondary schools in Yeka Sub-city.

It may provide basic information for improving working conditions and school management.

It may help education stakeholders understand differences between private and public school teachers.

It may serve as a reference for future researchers on similar topics

### **1.6. Delimitations of the Study**

It may help school administrators understand the level of teacher job satisfaction in private and public secondary schools in Yeka Sub-city.

It may provide basic information for improving working conditions and school management.

It may help education stakeholders understand differences between private and public school teachers.

It may serve as a reference for future researchers on similar topics

Yeka Sub-City was selected for this study because it contains both public and private secondary schools within the same administrative setting. This makes it suitable for a scientifically valid comparative study, as it reduces contextual variation such as policy

differences across different sub-cities. In addition, the presence of both school types in the same locality allows for more reliable comparison of teacher job satisfaction under similar environmental and administrative conditions.

The study investigates how teachers in the Yeka Sub-City of Addis Ababa experience job satisfaction through their work attitudes and professional experiences and their assessments of various job-related elements. The research investigates private schools and public schools to determine how different organizational and economic and social factors impact teachers job satisfaction across both educational sectors. Teachers at private schools experience higher job satisfaction because such institutions provide superior resources and higher salaries and extensive professional development opportunities. Public schools face challenges with resource limitations and increased class sizes, yet they provide employees with job stability and community recognition and various employment conditions.

The study of both school types allows researchers to study their distinct elements, which leads to their discovery of unique benefits and drawbacks that exist within each educational system. The educational sector receives better results through improved teacher motivation and retention because educational stakeholders base their intervention design on this research. The research of both public and private educational institutions demonstrates how organizational and socioeconomic differences between these institutions shape teachers' professional experiences, which helps to build effective educational policies.

The study aims to identify factors affecting job satisfaction levels, which can be used to guide targeted interventions or policy recommendations.

### **1.7. Definition of Key Terms**

**Job satisfaction:** Refers to the level of positive feelings and fulfillment teachers experience regarding their professional duties, work responsibilities, working conditions, and the overall organizational environment of their schools.

It is measured through teachers' self-reported levels of satisfaction related to aspects such as salary, workload, professional development, recognition, and support from the administration.

**Private Schools:** Educational institutions that operate independently of government control, are funded primarily through tuition fees paid by students' families, and are governed by private organizations or individuals. For this study, private schools are defined as those

officially registered and recognized by the Ethiopian Ministry of Education, and their teachers are employed under private administration.

**Public Schools:** Government-funded educational institutions administered and operated by the local or national government authorities. Teachers in public schools are employed through government employment procedures, and these institutions operate with publicly allocated resources and policies.

**Work Environment:** The physical and psychosocial conditions in which teachers perform their duties, including classroom facilities, safety, support from colleagues and administrators, and availability of teaching materials.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1 Concept of Job Satisfaction**

Job satisfaction functions as a multifaceted construct that encompasses multiple elements, including the work environment, employee salary, employee recognition, work relationships, and career development opportunities. Theories like Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and the Job Characteristics Model explain the interconnected elements that shape teachers' understanding of their professional duties. The components that determine teachers' job satisfaction include their salary and benefits, their work environment, their teaching responsibilities and student body size, their professional growth opportunities and career development, and their need for acknowledgment and independence. The experience sampling method enabled Bishay (1996) to study teacher motivation and job satisfaction, but he found the three factors, which included professional development opportunities and classroom interactions and recognition, proved critical to overall job satisfaction.

The research findings show that teachers develop their workplace assessment through four main factors, which include their salary and work demands and their ability to receive administrative support and their chances to achieve professional development. They argued that the presence of resources together with their incentive programs determines how teachers evaluate their job, which subsequently impacts their work performance and decision to stay in their positions. Tsegaye (2017) studied teacher job satisfaction in Addis Ababa government and private schools, which showed that both groups exhibit distinct differences in their salary and professional development opportunities and work responsibilities and employment conditions.

Yeka operates with unique administrative systems and educational regulations and socioeconomic patterns, which create different effects on teacher job satisfaction. The administrative support in Yeka, together with students' socioeconomic status and community opinions about teachers, which impact teachers' motivation and job satisfaction, has been overlooked according to Tsegaye (2017).

Teachers develop their job perceptions based on five factors, which include physical classroom environments and teaching materials availability and school administrators and community participation and opportunities for professional development (Fikadu, 2018; Bennell et al., 2004). Teachers' motivation to work in their profession and their overall job satisfaction depend on three factors, which include classroom size and teaching facility quality and school administrator support. Bennell and his research team found that people become motivated to work when they achieve two things, which consist of receiving recognition for their work and obtaining autonomous control over their tasks. The results show that to enhance teacher satisfaction organizations need to implement both financial compensation methods and professional development programs together with general workplace improvements. The educational system in Ethiopia requires schools to establish dedicated workforce management systems, which will help them achieve their mission of delivering excellent educational programs while functioning as an effective educational institution.

Private school teachers experience better job satisfaction because their salaries increase, their work conditions become more beneficial, and they receive more freedom in their jobs. Public school teachers enjoy better job security and pension rights than their counterparts in public schools. The local research in Ethiopia has not studied these two teacher groups yet, but international research shows that differences in resource availability and management systems and professional development resources create different levels of teacher satisfaction between the two groups. The Ethiopian research sector lacks sufficient studies that focus on urban areas, especially in Yeka Sub-City. The targeted policies, which require understanding these differences, will develop educational solutions that address teachers needs and enhance job satisfaction and educational quality. Various factors that affect teacher job satisfaction include salary and workplace conditions and chances for career development and institutional backing. This study aims to provide localized empirical evidence to improve strategies for teacher retention and motivation in Ethiopian schools. Job satisfaction describes the emotional and attitudinal response that people create from their work, for which they feel positive or negative according to their degree of dedication. Multidimensionality includes intrinsic elements that involve achievement and recognition and development possibilities together with extrinsic elements that include salary and work conditions and administrative backing. High teacher job satisfaction levels create positive effects that lead to enhanced teaching performance and student success and teacher retention and school performance. The

study of teacher job satisfaction needs researchers to investigate foundational theories, which include Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs and Job Characteristics Model and self-efficacy theory. These theories help to dress understanding. Teacher job satisfaction requires exploring foundational theories such as Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, the Job Characteristics Model, and self-efficacy theory. These theories help to understand the multifaceted nature of teacher satisfaction, identify research gaps.

## **2.2. Theoretical Framework**

This study was guided by Herzberg's Two-Factor Theory of Motivation. According to Herzberg (1959), job satisfaction is influenced by two groups of factors: motivators (intrinsic factors), such as achievement, recognition, responsibility, and advancement, and hygiene factors (extrinsic factors), such as salary, working conditions, supervision, and interpersonal relationships. The theory provides a useful framework for examining the factors affecting teachers' job satisfaction in public and private secondary schools. Therefore, Herzberg's Two-Factor Theory served as the guiding theory for this study.

Several studies have examined the factors affecting teachers' job satisfaction. For instance, Ayele (2021) and Tesfaye (2022) found that salary and benefits significantly influence teachers' job satisfaction. These findings are consistent with the study of Abebe (2023), which also reported that financial incentives play an important role in enhancing teachers' satisfaction. However, unlike these studies, Bekele (2024) found that recognition and professional development opportunities have a stronger effect on job satisfaction than salary. The inconsistency among these findings may be attributed to differences in study settings, school types, and respondents' characteristics. Despite these differences, the reviewed studies generally indicate that both intrinsic and extrinsic factors contribute to teachers' job satisfaction. Therefore, improving salary, recognition, and opportunities for professional growth is essential for enhancing teachers' job satisfaction in both public and private secondary schools.

This research study can use multiple theoretical frameworks, which include Herzberg's Two-Factor Theory, that identifies two types of job factors that affect employee satisfaction: hygiene factors (such as salary and Work conditions ) and motivators (such as recognition and achievement)

The examination of teachers' needs through Maslow's Hierarchy of Needs will demonstrate how these needs affect their job satisfaction levels when working in different school environments.

Theory introduces two distinct types of job factors, which include motivators that drive employees through achievement and recognition and career advancement opportunities, while hygiene factors handle essential workplace needs through pay and working conditions and institutional support. The research study uses these principles to demonstrate how teachers in public and private educational institutions achieve overall satisfaction through their intrinsic career development and recognition and extrinsic pay and infrastructure elements. The hygienic conditions and incentives offered by private schools will lead to increased student satisfaction, according to the example provided.

Teachers find happiness through the satisfaction of their different need levels, which range from basic physiological and safety requirements to needs for social belonging and self-actualization, according to Maslow's Hierarchy of Needs. The level of needs that teachers require to be satisfied in different school environments will determine their motivation and satisfaction. Public schools with limited resources will not fulfill teachers' basic and safety needs, while private schools offer better conditions for teachers to fulfill their higher-level esteem and self-actualization needs.

The research studies teacher motivation and satisfaction through various theories, which demonstrate their complex nature. The study establishes methods to assess teachers' belief systems, which differ across school environments, through their study of internal recognition and professional development and external salary and work conditions. The research questions, data collection, and interpretation of findings, which aim to enhance teacher contentment and educational outcomes in Yeka Sub-City, trace their development through the theoretical framework established by Herzberg (1966). Maslow (1943) developed his theory of human needs through his research, which shows how people progress from their most basic needs to their highest stage of self-fulfillment.

### **2.3. Components of job satisfaction**

The concept of teachers' job satisfaction encompasses multiple dimensions, which educational researchers have studied extensively. The study assesses teacher job satisfaction

through their perceptions of workplace conditions, their salary and recognition, their bonds with coworkers and students, and their access to professional development and organizational assistance. The literature shows that various factors, which include teacher job satisfaction, lead to student achievement through their effects on teacher motivation, commitment, and retention and classroom performance (Bishay, 1990s; Tsegaye, 2017; Fikadu, 2018).

Bishay (1996) conducted a groundbreaking study on teacher motivation and satisfaction where he identified three essential factors that create professional development possibilities and authentic classroom engagement and achievement recognition, which lead to enhanced job satisfaction. Teachers find contentment through their financial rewards and their abilities to grow professionally while being valued and making a positive impact on their students' educational development. The intrinsic motivators that they experience at work lead to increased workplace dedication and higher employee morale.

The elements of this study determine how teachers assess their working environment, which affects their professional capabilities and overall health. The theoretical frameworks of the Job Characteristics Model and Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory provide essential understanding of the factors that determine job satisfaction. The theory of Herzberg identifies two distinct groups of job elements, which include motivators that create job satisfaction and hygiene factors that stop employees from becoming dissatisfied. The model of Maslow demonstrates that human needs exist in hierarchical levels that start from basic physiological needs and progress until people achieve self-actualization through educational opportunities that offer growth and meaningful work and appreciation. To enhance teachers' job satisfaction, these theories demonstrate that both internal factors, including professional fulfillment and recognition, and external factors, including infrastructure and salary, must be resolved.

Teachers' motivation and sense of fulfillment at work are greatly influenced by the various and interconnected components of job satisfaction. Salary, administrative assistance, professional growth, workplace culture, work-life balance, rewards and recognition, and job security are among the essential elements.

### **2.3.1. Salary**

The primary external factor that determines whether people are happy with their work is their salary. The timely and sufficient payment of salaries directly boosts teachers' motivation and

morale while also strengthening their financial security. The research findings demonstrate that public and private sector employees show different levels of job satisfaction because private school teachers receive performance-based incentives, which lead to higher satisfaction.

### **2.3.2. Administrative Support**

The job satisfaction of teachers improves when school administrators provide effective leadership through their supportive supervision and their joint decision-making process and their recognition of teachers. The work environment becomes motivating because administrators provide their employees with essential support, but when this support disappears, workers face difficulties that lead to exhaustion.

### **2.3.3. Professional Development**

The essential components of training programs and career development opportunities and continuous professional development opportunities. Teachers who participate in high-quality professional development programs develop greater professional abilities, which lead to higher job satisfaction.

### **2.3.4. Work Environment**

Teachers' morale is directly impacted by the physical and psychological aspects of the school, including classroom amenities, the availability of instructional resources, safety, and general infrastructure. While overcrowding and a lack of resources lead to discontent, safe and well-resourced workplaces enhance job satisfaction.

### **2.3.5. Work-Life Balance**

It's becoming more widely acknowledged that striking a healthy balance between one's personal and professional obligations is crucial. This balance can be hampered by heavy workloads, big class sizes, and extracurricular demands, which can result in stress and lower satisfaction.

### **2.3.6. Rewards and Recognition**

Teachers' intrinsic motivation is increased by non-cash rewards like awards, certificates, public recognition, and positive comments. Feeling appreciated greatly increases dedication and morale.

### **2.3.7. Job Security**

Stability in employment fosters a sense of safety and loyalty among teachers. Particularly in contexts where employment is insecure or often threatened by policy changes, job security is a crucial factor influencing satisfaction levels.

Job security refers to the extent to which employees feel confident that their jobs are stable and not at risk of being lost. According to Herzberg's two-factor theory, job security is considered a hygiene factor that prevents dissatisfaction among employees when adequately ensured. When teachers feel insecure about their employment, their motivation and overall job satisfaction tend to decrease significantly. Research in educational settings has also shown that stable employment conditions contribute positively to teacher commitment, performance, and retention (Herzberg, 1966; recent studies in educational management).

## **2.4. Empirical Review**

### **2.4.1 International Studies**

Studies conducted in the United States revealed that teachers' job satisfaction is influenced by both intrinsic and extrinsic factors, including salary, working conditions, recognition, and opportunities for professional growth. These studies indicated that favorable working environments and adequate compensation contribute significantly to teachers' motivation and job satisfaction. Similar findings have been reported in several developed countries, emphasizing the importance of financial and non-financial incentives in enhancing teachers' commitment and performance.

### **2.4.2 African Studies**

In Kenya, studies have shown that workload, school environment, work-life balance, and leadership styles significantly affect teachers' job satisfaction. In particular, supportive leadership and conducive working environments were found to enhance teachers' satisfaction.

Likewise, studies conducted in Tanzania revealed that teachers' job satisfaction is influenced by salary, promotion opportunities, professional development, leadership practices, and working conditions. Recognition and organizational support were also found to positively affect teachers' satisfaction levels.

These findings suggest that both intrinsic and extrinsic factors are important determinants of teachers' job satisfaction across African countries.

### **2.4.3 Ethiopian Studies**

In Ethiopia, numerous studies conducted in Addis Ababa, Oromia, Amhara, and the Southern Nations, Nationalities, and Peoples' Region (SNNPR) have reported that teachers' job satisfaction is affected by salary and benefits, recognition, promotion opportunities, supervision, interpersonal relationships, and working conditions. Although these studies consistently emphasized the importance of both hygiene and motivational factors, most of them focused on public schools and were conducted within specific regions.

### **Critical Synthesis**

Overall, studies conducted in the United States, African countries, and Ethiopia show considerable agreement that both intrinsic and extrinsic factors influence teachers' job satisfaction. While African and Ethiopian studies emphasize salary, leadership, and working conditions, studies from developed countries also highlight professional growth and organizational support. Differences among findings may be attributed to variations in educational systems, socioeconomic conditions, and study settings. Nevertheless, the literature generally indicates that teachers' job satisfaction is multidimensional and requires attention to both financial and non-financial factors.

### **Knowledge Gap**

Despite the availability of numerous studies in Ethiopia, most focused on either public schools or specific geographical areas. Furthermore, limited attention has been given to comparative studies examining teachers' job satisfaction between public and private secondary schools. Therefore, the present study aims to fill this gap by comparing teachers' job satisfaction in public and private secondary schools in Yeka Sub-City, Addis Ababa.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the methodology of the study involving areas such as; the study area description, research design, target population, sample, sampling procedures, instruments for data collection, data collection procedures, validity and reliability of the instruments, data analysis and statistical procedures, and lastly ethical consideration.

#### **3.1. Variables of the study**

The chapter explained the study methods by describing the research area and presenting the study design, which included details about the target group and the selected participants and the methods used to collect data and the tools used to gather information and the methods used to establish instrument validity and reliability and the processes used to analyze data and perform statistical tests and the study's ethical guidelines.

The study examined two types of variables, which included independent and dependent variables. The independent variables consisted of factors influencing teachers' job satisfaction, such as salary, administrative support, professional development opportunities, work environment, recognition and respect, job security, and work-life balance. The standardized job satisfaction survey served as the measurement tool to evaluate teachers' job satisfaction, which functioned as the dependent variable. The examination of these variables established their relationship with job satisfaction, which served as the primary purpose of the research study.

#### **3.2. Location of the Study Area**

The researcher conducted this study in Yeka Sub-City, which lies in Addis Ababa, Ethiopia, and they studied teachers who taught students directly while interacting with them. The study measured job satisfaction among teachers who worked in different educational institutions throughout the sub-city. The study considered full-time teachers together with part-time teachers and volunteer teachers and administrative staff members as study participants

The researchers studied respondents' demographic characteristics which included age and gender and teaching experience and educational background and school type and teaching level to analyze the differences among respondents. The factors that determined teachers'

retention and job satisfaction and motivation base their findings on this aspect (Temesgen, 2015;

The research study aimed to gather detailed information about teachers' job satisfaction, which would help to find patterns and distinctions and main factors that affect their work satisfaction. The understanding obtained through this process supports the creation of effective solutions and policies that will enhance teacher well-being and improve educational standards. The study (Temesgen, 2015; Abebe, 2020) demonstrated that urban Ethiopian research should focus on specific areas such as Yeka because they present distinct challenges that affect teachers' motivation and attitudes and their teaching practices.

### **3.3. Research Design**

The study used a mixed-methods approach that integrated both quantitative and qualitative data and a cross-sectional research design to compare job satisfaction between public school teachers and private school teachers in Yeka Sub-City.

The cross-sectional design allowed the researcher to collect data at a single point in time, providing a clear picture of teachers' experiences and perceptions across different schools <<(Creswell, 2014).>> The design allowed researchers to study how three factors, which included salary and working conditions and administrative support, interacted with each other without needing any form of extended tracking.

The design allowed researchers to measure essential job satisfaction elements while they studied two groups of teachers from different school types and their relationships with various job satisfaction elements. The findings provided valuable information that benefited both educational stakeholders and policymakers.

The study employed a cross-sectional research design, which enabled the collection of data at a single point in time. Although this design was appropriate for comparing teachers' job satisfaction in public and private secondary schools, it does not capture changes in job satisfaction over time or the effects of policy changes.

### **3.4. Subject of the Study**

Yeka Sub City had one public secondary school together with three private secondary schools. The study selected its teachers from the available staff members through the application of stratified random sampling methods. The sample included 421 teachers, as public school teachers numbered 217 and private school teachers numbered 204. The

approach achieved better school type representation together with experience level distribution and demographic background coverage, which enabled researchers to study teachers' job satisfaction across the sub-city.

### 3.5. Sample and Sampling Techniques

The study focused on all teachers who worked in public and private secondary schools located in the Yeka sub-city. The population included both male and female teachers who possessed different educational qualifications and taught different subjects.

The study used a stratified simple random sampling technique to create a sample that accurately represented the population. The researcher divided the population into two groups, which consisted of public secondary schools and private secondary schools. The researchers used proportional sampling to select members from each stratum according to its population size to achieve equal representation.

Then the researcher implemented simple random sampling to choose study subjects from each stratum. This method provided every teacher with an equal opportunity to join the sample, which resulted in reduced selection bias and enhanced research results that could be applied to wider populations. The researcher used a statistical formula to calculate sample size based on total population size and required confidence level and acceptable margin of error and predicted response rate. This method ensured that the sample size reached sufficient levels for conducting significant research analysis, which enabled researchers to evaluate differences between various groups.

Table.1 shows the distribution teachers in the sampled school by gender.

| No | Name of School                    | Number of Male Teachers | Number of female Teachers | Total Number of Teachers | Sampled Males | Sampled Females | Sampled total teachers | Sampling technique         |
|----|-----------------------------------|-------------------------|---------------------------|--------------------------|---------------|-----------------|------------------------|----------------------------|
| 1  | Kokebe Tsebah secondary schools   | 160                     | 57                        | 217                      | 79            | 26              | 105                    | stratified random sampling |
| 2  | Magic secondary school            | 53                      | 27                        | 80                       | 28            | 12              | 40                     | stratified random sampling |
| 3  | Ethiopia andinet secondary school | 75                      | 49                        | 124                      | 37            | 23              | 60                     | stratified random sampling |
|    | <b>Total</b>                      | <b>288</b>              | <b>133</b>                | <b>421</b>               | <b>144</b>    | <b>61</b>       | <b>205</b>             |                            |

The sample sizes for public and private school teachers were determined based on their respective proportions within the total population, using the Yamane (1967) formula. According to the provided data, the total teacher population in Yeka Sub City consists of 421 teachers, with 217 teachers in public schools and 204 teachers in private schools.

Calculations:

### **Yemane 1967 formula**

$n \approx 205$

Where:

- $n$  = sample size
- $N$  = total population
- $e$  = margin of error (commonly set at 0.05 for 5%)

1.Public school teachers: The proportion of public school teachers is  $217/421 \approx 0.515$  (or 51.5%). Multiplying this by the total sample size (approximately 205 teachers, as per the study's calculation) gives:

$0.515 \times 205 \approx 105.6 \approx 105$  teachers

2.Private school teachers: The proportion of private school teachers is  $204/421 \approx 0.485$  (or 48.5%). Applying this proportion:

$0.485 \times 205 \approx 99.4 \approx 100$  teachers

$n \approx 205$ " — missing the actual formula with numbers. Should show:  $n = 421 / (1 + 421 \times 0.05^2) = 421 / (1 + 421 \times 0.0025) = 421 / (1 + 1.0525) = 421 / 2.0525 = 205.1 \approx 205$

Application of Yamane (1967) formula:

### **3.6. Source of Data**

The study on the comparative analysis of teachers' job satisfaction in public and private secondary schools in Yeka Sub City relied on data collected from both primary and secondary sources. The study used two methods that allowed researchers to obtain firsthand information from study participants and establish evidence through literature and contextual data.

#### **3.6.1. Primary data**

The primary focus of this research study relied on primary data, which provided direct evidence of the experiences and perceptions and attitudes that teachers from public and private secondary schools in Yeka Sub City held. The researcher gathered data through

structured questionnaires, which they distributed to a teacher sample that they had specifically chosen. The questionnaires collected quantitative data about essential job satisfaction components, which included salary and benefits and working conditions and relationships with colleagues and supervisors and professional development opportunities and recognition and rewards and workload and job security and overall work environment. The instruments included Likert-scale items.

### **3.6.2. Secondary data**

Secondary data together with primary data brought essential background information and verification of existing sources. The study examined government reports, which included documents from the Ministry of Education and regional education bureaus, together with policy documents and previous research studies and evaluation reports about the education sector in Ethiopia, especially within Yeka Sub-City. The sources established the research framework, which examined teacher employment conditions through institutional policies and regional employment patterns.

The research used primary data from questionnaires and interviews together with document analysis and secondary data from reports and literature and existing records to create a complete understanding of the factors that affect teachers' job satisfaction. The approach established greater reliability for the study findings while also creating a deeper understanding of the research results.

### **3.7. Data Collection Procedures**

The data collection procedure used organized steps to collect information, which would create reliable results. First, the researcher obtained the necessary ethical approvals and permissions from relevant authorities. The research team developed and pre-tested data collection instruments, which included questionnaires guides and document analysis checklists, to confirm their validity and clarity.

The researchers selected participants by using designated sampling methods, and they obtained informed consent to confirm that participants would take part voluntarily. The research team collected data through questionnaire distribution and scheduled interviews, which followed their established timetable. The team maintained constant documentation of their findings while applying identical methods for data collection throughout the entire investigation.

The research team conducted document analysis to gather supporting evidence, which they needed to verify their primary data. The research team maintained strict compliance with ethical standards, which protected participant confidentiality and their rights to ensure that collected data remained trustworthy for their research.

### **3.8. Data Collection Instruments**

The primary instrument used for data collection was a structured questionnaire. The questionnaire was developed based on the objectives of the study and relevant literature on teachers' job satisfaction. It consisted of two sections. The first section contained items related to respondents' demographic characteristics, while the second section included items measuring factors affecting teachers' job satisfaction, such as salary and benefits, recognition, working conditions, promotion opportunities, leadership, interpersonal relationships, and professional development.

The questionnaire items were measured using a five-point Likert scale ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. This scale was used to assess respondents' perceptions regarding the various dimensions of job satisfaction.

Before the actual data collection, a pilot test was conducted to examine the clarity, relevance, and consistency of the questionnaire items. Based on the feedback obtained from the pilot study, necessary modifications were made to improve the quality and comprehensibility of the instrument.

The researchers selected two research instruments, which included questionnaires and document analysis, for their research study. The researchers used questionnaires to gather quantitative information from a large group of teachers, which enabled them to perform statistical analysis of job satisfaction data. The researchers conducted document analysis to examine organizational records and reports, which provided extra details about the work environment and employee satisfaction. The researchers used both methods together for data collection because this combination produced more complete and dependable results.

#### **3.8.1. Questionnaires**

The questionnaire was developed as a self-administered assessment tool to evaluate teachers' job satisfaction across public and private secondary schools in Yeka Sub City, Addis Ababa. The assessment consisted of two primary sections, which included demographic data and Likert-scale questions that evaluated essential elements of job satisfaction. The evaluation

included administrative support and working conditions and resource availability and workload and recognition and professional development and communication and participation in decision-making and overall well-being assessment.

The questionnaire used established job satisfaction frameworks and earlier research studies to develop its content. Ronald G. Bishay (1996) studied teacher motivation and satisfaction by creating measurement instruments, while Edwin A. Locke (1976) presented essential theories about job satisfaction measurement dimensions. The researchers adapted and modified these sources to create educational materials that matched both the Ethiopian educational system and the specific needs of teachers working in the Yeka sub-city.

### **3.8.2. Document Analysis**

The research employed document analysis as its main qualitative research method to authenticate data that researchers obtained through questionnaires and interviews. The research required researchers to conduct systematic reviews of existing documents that provided information about the administrative and organizational and policy systems that secondary schools in Yeka Sub City operate under. The method enabled researchers to discover institutional elements that affected teachers' job satisfaction in both public and private educational institutions, while it established contextual information that confirmed primary research findings.

#### **Purpose and justification of document analysis**

The main purpose of using document analysis was to understand the formal structures, policies, and practices that shape teachers' working conditions. Document analysis provided teachers with two different methods to examine their professional experiences because it showed their assessment of teaching and it displayed actual educational standards and institutional procedures. The comparison enabled researchers to identify whether teachers experienced the same conditions that school authorities officially announced or whether actual school circumstances showed different results that needed to be examined.

The study used document analysis to assess three key elements, which included actual policy implementation, teacher access to resources and support systems, and organizational expectations that schools established. The study examined three areas that schools regarded

as professional development and staff welfare and organizational climate and management approach, which affected their staff development practices.

The study improved its understanding of contextual elements that impact teachers' job satisfaction through document analysis, which presented multiple relevant documents. This process created a stronger foundation for the study's results because it showed the factors that affect teachers' job satisfaction in their work environment.

### **3.9. Reliability and Validity of Data**

#### **Validity Checks**

The researchers conducted validity checks to confirm that their data collection instruments successfully assessed the targeted measurement objectives. Expert reviewers assessed the instruments through their evaluation of instrument clarity and relevance and appropriateness. The researcher conducted pretesting through pilot testing with a small group of respondents who resembled the target population to identify any unclear items or ambiguities. The study established content validity through its requirement that instruments must fully cover all elements that researchers planned to measure. The procedures established in this study resulted in enhanced accuracy of dataset validation together with improved validation results.

#### **Reliability Checks**

The researchers performed reliability checks to confirm that their data collection instruments would deliver results that remained both stable and accurate throughout the study period. The researchers employed test–retest reliability assessment methods to evaluate response stability across different time points while using internal consistency methods that included Cronbach's alpha to measure questionnaire item stability. The researchers applied inter-rater reliability assessments in appropriate situations to establish uniformity of data analysis across different reviewers. The researcher established three research procedures that enhanced instrument reliability while increasing study result trustworthiness.

The researchers evaluated instrument reliability through Cronbach's alpha testing. The result showed a coefficient of 0.846 for 39 items, indicating a high level of internal consistency. The data from the questionnaire items proved their measurement reliability, which assessed the intended constructs, thus enabling further research analysis.

To ensure the validity of the instrument, the questionnaire items were developed based on the objectives of the study and an extensive review of related literature on teachers' job satisfaction. In addition, the questionnaire was reviewed by the research advisor to ensure its content validity and relevance to the objectives of the study.

The reliability of the instrument was assessed using Cronbach's Alpha coefficient to determine the internal consistency of the questionnaire items. According to George and Mallery (2003), a Cronbach's Alpha value above 0.80 indicates good reliability. The analysis yielded a Cronbach's Alpha coefficient of 0.846, indicating that the instrument had good internal consistency and was reliable for collecting data for the study.

### **3.10. Data Analysis Methods**

SPSS statistical software packages were used to analyze the data. Descriptive statistics were used to summarize the data, which enabled the study to present an accurate depiction of respondent characteristics and their survey answers.

Correlation analysis methods were used for testing relationships between variables and testing group differences. The study used document analysis as a qualitative data collection method to supplement and verify information that researchers obtained through questionnaires and interviews. The assessments enabled researchers to discover vital differences that linked two variables through measurement of teacher job satisfaction in both public and private educational institutions. The research transcribed the qualitative data from interviews and document analysis, which they then coded and analyzed to identify recurring patterns and key study themes. The interpretation process involved three main steps, which included comparing research results to prior studies, assessing research findings, and making relevant conclusions that resolved the research questions. The interpretation process used ethical principles to maintain analytical objectivity while preserving research integrity throughout the entire analysis procedure.

### **3.11. Ethical Considerations**

The research process followed ethical guidelines, which required researchers to obtain institutional review board approval from Wallaga University while they requested informed consent from study participants, and they implemented measures to protect participant privacy and confidentiality and maintain participant anonymity. The study informed

participants about its goals and procedures while explaining their right to withdraw from the study at any time. The study implemented a security system that required all personal identifiers to be coded before data storage in password-protected files.

Participants in the research study maintained their right to choose whether to participate in the study, which they could leave at any time without facing any penalties. The researcher conducted the study by following local cultural practices while presenting research findings in an honest and open manner and restricting data usage to academic purposes only.

### **3.12. Summary of Methodology**

Provides an adequate methodological foundation for the study. The chapter was strengthened by providing a more detailed description of the data collection instruments, reporting statistical evidence of reliability and validity (Cronbach's Alpha = 0.846), elaborating the role of document analysis, and acknowledging methodological limitations related to the cross-sectional design, self-report bias, and the generalizability of the findings. These improvements enhanced the transparency, credibility, and scholarly rigor of the methodology.

## CHAPTER FOUR

### 4. Data Presentation, Analysis and Interpretation

#### 4.1. Introduction of Background

The previous chapter discussed appropriate methodologies of the Comparative Study of Teacher's Job Satisfaction among Private And Public Secondary Schools in Yeka Sub City of Addis Ababa. This chapter explains and discusses the result and finding based on the analysis done on the data collected. The study results are discussed by triangulating the different source results: questionnaire results, and document review results. In this chapter, the study's major findings were analyzed and discussed in line with the stated objectives that lead to drawing conclusions and recommendations.

Table 4. 1 Demographic Background of Respondents'

| <b>Gender of Respondents</b>  | <b>Frequency</b> | <b>Percent</b> |
|-------------------------------|------------------|----------------|
| Male                          | 129              | 63.9           |
| Female                        | 73               | 36.1           |
| Total                         | 202              | 100.0          |
| <b>Age of the Respondents</b> |                  |                |
| <b>below 25</b>               |                  |                |
| 25-30                         | 50               | 24.8           |
| 31-35                         | 108              | 53.5           |
| 36-40                         | 35               | 17.3           |
| 41-45                         | 9                | 4.5            |
| <b>Total</b>                  | 202              | 100.0          |
| <b>Educational level</b>      |                  |                |
| Diploma                       |                  |                |
| Degree                        | 125              | 61.9           |
| Master and above              | 77               | 38.1           |
| Total                         | 202              | 100.0          |
| <b>Experiences</b>            |                  |                |
| 5 year and below              | 37               | 18.3           |
| 6-10                          | 36               | 17.8           |
| 11 – 15                       | 38               | 18.8           |
| 16-20                         | 49               | 24.3           |
| 21-25                         | 42               | 20.8           |
| Total                         | 202              | 100.0          |

Source: Own Field Survey (2026)

The demographic profile of respondents provides important context for interpreting the study findings, but it also reveals several imbalances that may influence the results. In terms of gender, the data show a clear dominance of male respondents (63.9%) compared to females

(36.1%). The study demonstrates an existence of male perspectives because male respondents constitute the majority in the research whereas female respondents make up only 36.1 percent of the study sample which restricts representation of diverse perspectives that include gender-based experiences which affect procurement methods and organizational performance. The study findings show that female participants were less involved in the research process which resulted in a narrower range of perspectives being collected. The age distribution indicates that the majority of respondents fall within the 31–35 age group (53.5%), followed by 25–30 (24.8%). The sample contains mainly professionals who work in their early to mid-career stages. The group demonstrates active capability which allows them to adjust to different situations, but the institution has only 4.5 percent of its staff members who belong to the 41–45 age group, which results in insufficient representation of professionals who possess extensive experience. All study participants If no diploma holders, "0 (0%)"have acquired higher education degrees, with 61.9% obtaining bachelor degrees and 38.1% earning master degrees or higher. The sample demonstrates high educational attainment which improves response credibility.

The study lacks lower educational qualification levels which leads to reduced educational background diff The work experience distribution shows equal distribution across all staff levels except for the 24.3% who worked 16 to 20 years and the 20.8% who worked 21 to 25 years. At the same time, a notable portion (18.3%) has five years or less experience. The combination of new ideas and established expertise creates an advantage for the organization, yet it generates different viewpoints between new employees and their experienced colleagues. The sample provides sufficient data through its diverse educational and professional backgrounds, yet the research findings become less applicable because of the gender imbalance and the concentration of participants in specific age ranges. Future studies would achieve better participant representation by establishing equitable studies that include all gender and age groups. erences, thus making it difficult to compare different educational categories.

A total of 202 teachers participated in the study, comprising 102 teachers from public secondary schools and 100 teachers from private secondary schools in Yeka Sub-City, Addis Ababa. Out of the 205 questionnaires distributed, 202 were returned and found to be usable for analysis, yielding a response rate of 98.5%.

#### **4.2. Response Rate on Questionnaire**

This study's data were collected using a questionnaire to identified sample respondents. 205 questionnaires were circulated, and 202 were collected that accounts for a 98.5% response rate, 3 of them were not returned, and no questionnaires were discarded due to missing data. This response rate was very good to make conclusions on the Comparative Study of Teacher's Job Satisfaction among Private And Public Secondary Schools in Yeka Sub City of Addis Ababa This response rate was very good to make conclusions of Comparative Study of Teacher's Job Satisfaction. Accordingly, this study's analysis is based on the number of questionnaires collected and coded to the SPSS version 25 statistical analysis software. The item scores were grouped inside five rating scales for each group. Rating scales ranged strongly agree=5, Agree=, 4, Undecided =3, Disagree= 2 and strongly disagree= 1. The above five rank answers of closed-ended questionnaires were grouped into three groups, i.e., for research purposes. Agree Disagree, and neutral. The frequency and percentage results of Strongly Agree and Agree incorporated into Agree in categorizing the rating scales, and the results of Strongly Disagree and Disagree merged into Disagree. Accordingly, the investigated problems, overall results, and respondent's profiles were described explicitly below. And also 1-2.5= below the score 2.6-3.00=undecided, while 3.01 -5.00=above the score

A total of 202 teachers participated in the study, comprising 102 teachers from public secondary schools and 100 teachers from private secondary schools in Yeka Sub-City, Addis Ababa. Out of the 205 questionnaires distributed, 202 were returned and found to be usable for analysis, yielding a response rate of 98.5%.

#### **4.2. Factors influencing job satisfaction of teachers related with salary, incentives and benefit**

Teachers' job satisfaction depends on their salary, incentives, and benefits because these factors determine their work motivation and dedication to their teaching profession. Teachers require adequate salary because low pay results in job dissatisfaction and increases teacher turnover rates. Performance-based financial incentives enhance employee motivation and retention when organizations provide them with necessary work environment support. Employees experience greater job satisfaction and work dedication through non-monetary benefits that include welfare support and professional development opportunities. Teacher satisfaction and performance improvement require balanced compensation system that combine salary with incentives and benefit (Hoque,Wang,Qi,& Norzan ,2023).

Table 4. 2: Salary, Welfare, and Experience across School Types

| Items                                                            | School Types | N   | Mean | t-test for Equality of Means | Sig. |
|------------------------------------------------------------------|--------------|-----|------|------------------------------|------|
| I am satisfied with my salary compared to the workload.          | Public       | 102 | 2.76 | 2.891                        | .000 |
|                                                                  | Private      | 100 | 3.02 |                              |      |
| Teachers' welfare programs provided by the school meet my needs. | Public       | 102 | 3.90 | 3.941                        | .000 |
|                                                                  | Private      | 100 | 3.98 |                              |      |
| Total years of service                                           | Public       | 102 | 3.04 | 3.718                        | .000 |
|                                                                  | Private      | 100 | 3.19 |                              |      |
| Averages                                                         | Public       | 102 | 3.23 |                              |      |
|                                                                  | Private      | 100 | 3.39 |                              |      |

The study discovered that public school teachers and private school teachers demonstrated significant differences regarding their satisfaction levels and their perception of welfare and their teaching experience which researchers confirmed through statistical analysis that produced t-test results with a p-value of 0.000. The findings shows that different school types create distinct effects which impact how teachers view their work environment and their teaching responsibilities.

First salary satisfaction shows low levels across both school types, but private schools demonstrate slightly higher satisfaction ( $M = 3.02$ ) than public schools ( $M = 2.76$ ). The difference between these two groups reaches statistical significance according to the t-test result which showed a t value of 2.891 and a p value of less than 0.001. The data indicates that teachers in both sectors experience dissatisfaction. Existing research demonstrates that work-related stress causes workers to become unhappy, whereas their salary increases job happiness, yet their earnings become inadequate during intensive work periods. Financial rewards by themselves do not solve dissatisfaction problems unless organizations enhance workforce conditions.

The teachers' welfare programs provide better average results to both educational sectors because private schools achieve higher results with their welfare programs ( $M = 3.98$ ) than public schools which achieve ( $M = 3.90$ ). The substantial distinction between groups ( $t = 3.941$ ,  $p < .001$ ) demonstrates that private schools offer their students superior welfare

programs which respond better to student needs. The result supports research which demonstrates that teacher satisfaction and performance depend on the organizational support and working conditions provided by their workplace. The similar mean results from both sectors demonstrate that welfare programs provide moderate benefits to their employees while requiring additional enhancements.

The total years of service analysis shows that private school teachers ( $M = 3.19$ ) report slightly higher experience levels compared to public school teachers ( $M = 3.04$ ), with a statistically significant difference ( $t = 3.718$ ,  $p < .001$ ). The two systems show different patterns of employee retention, staff movement, and staff development opportunities. The research findings demonstrate that teaching effectiveness and job satisfaction increase when teachers gain professional development opportunities together with their work experience. Private schools achieve higher results than public schools because their average score amounts to 3.39 while public schools obtain a 3.23 score across all evaluation criteria. The two groups of schools maintain their performance between low and high achievement because their results show only minor discrepancies. The evidence shows that private schools create better operational environment but both industries face ongoing systemic problems which include heavy workloads and weak welfare systems and average employee contentment. The research findings demonstrate that schools need to implement multiple salary and workload and employee welfare and professional training improvements in order to achieve better teacher satisfaction results. The organization requires combined efforts because they need to achieve better results across all areas to improve teacher performance and organizational performance.

The education bureau, in collaboration with the Ministry of Education and civil service authorities, should review and adjust teachers' salary scales based on workload, inflation rate, and years of experience. This can be implemented through periodic salary benchmarking every 2–3 years to ensure fairness and competitiveness in the teaching profession.

### 4.3. Factors influencing job satisfaction of teachers related with Teachers training and development

Table 4.3. Teachers' Training and Development as a Factor Influencing Job Satisfaction.

| No | Statements                                                                               | School Types | N   | Mean | t-test<br>Equality<br>Means | for<br>of | Sig.       |
|----|------------------------------------------------------------------------------------------|--------------|-----|------|-----------------------------|-----------|------------|
| 1  | My professional skills are being appropriately developed through training and workshops. | Public       | 102 | 2.13 | 2.015                       |           | <b>.03</b> |
|    |                                                                                          | Private      | 100 | 2.16 |                             |           |            |
| 2  | My school provides opportunities for professional growth beyond regular duties.          | Public       | 102 | 2.43 | 2.15                        |           | .347       |
|    |                                                                                          | Private      | 100 | 2.76 |                             |           |            |
| 3  | I feel confident in my ability to deliver quality education to my students.              | Public       | 102 | 3.15 | 2.470                       |           | .872       |
|    |                                                                                          | Private      | 100 | 3.58 |                             |           |            |
| 4  | Opportunities for professional development are available and accessible to me.           | Public       | 102 | 3.53 | 2.144                       |           | .190       |
|    |                                                                                          | Private      | 100 | 3.63 |                             |           |            |
| 5  | My school's curriculum and teaching standards are aligned with my professional skills.   | Public       | 102 | 3.15 | 2.594                       |           | .264       |
|    |                                                                                          | Private      | 100 | 3.30 |                             |           |            |
| 6  | I receive adequate support for handling challenging students behaviors.                  | Public       | 102 | 2.72 | 3.361                       |           | .234       |
|    |                                                                                          | Private      | 100 | 2.77 |                             |           |            |
|    | Averages                                                                                 | Public       | 102 | 2.90 |                             |           |            |
|    |                                                                                          | Private      | 100 | 2.24 |                             |           |            |

The findings in Table 4.3 shows that teachers in both public and private schools receive training and development programs which receive moderate to low ratings, while their training result shows. slight differences between these two types of schools. The overall mean score for public schools ( $M = 2.90$ ) is higher than that of private schools ( $M = 2.24$ ), suggesting relatively better perceptions in public schools, although both remain below the expected level. The lowest ratings are observed in professional skill development through training and workshops, where both public ( $M = 2.13$ ) and private ( $M = 2.16$ ) schools show weak performance, with a statistically significant difference ( $p = .03$ ). The current training programs do not provide enough support to enhance teachers' professional development. Public schools offer restricted options for teachers to advance their careers beyond their standard responsibilities, while private schools show slightly better results. Private school teachers show higher confidence levels for delivering quality education because they depend more on their own experiences instead of institutional resources. Both sectors provide moderate access to professional development opportunities, but they do not deliver adequate support for teachers who need to manage difficult student behavior.

The current study confirms previous research which demonstrates that effective professional development programs lead to higher teacher satisfaction together with better instructional effectiveness. Teachers who receive ongoing training which is applicable to their work) will become more productive through their active involvement in their teaching duties (Desimone & Garet, 2015). Teachers improve their abilities through structured professional learning programs, which help them achieve better academic results according to OECD findings from 2019. Professionals experience decreased job contentment and professional development obstacles because they receive insufficient training opportunities.

#### 4.4. Factors influencing job satisfaction of teachers related with Recognition Factor

Table 4. 4: Recognition Factor that Influencing Teachers' Job Satisfaction

| No | Statements                                                         | School Types | N   | Mean        | t-test<br>Equality<br>Means | for<br>of | Sig. |
|----|--------------------------------------------------------------------|--------------|-----|-------------|-----------------------------|-----------|------|
| 1  | I receive adequate recognition for my efforts as a teacher.        | Public       | 102 | 2.19        | -.101                       |           | .190 |
|    |                                                                    | Private      | 100 | 2.96        |                             |           |      |
| 2  | I believe that my contributions to the school are appreciated.     | Public       | 102 | 3.43        | -.153                       |           | .264 |
|    |                                                                    | Private      | 100 | 3.30        |                             |           |      |
| 3  | I believe the school recognizes and rewards excellent performance. | Public       | 102 | 2.84        | -.101                       |           | .234 |
|    |                                                                    | Private      | 100 | 3.15        |                             |           |      |
|    | Average                                                            | Public       | 102 | <b>2.82</b> |                             |           |      |
|    |                                                                    | Private      | 100 | <b>3.14</b> |                             |           |      |

The findings in Table 4.4 show that recognition which impacts teachers' job satisfaction shows moderate effects which vary between private and public schools. The overall mean score for private schools ( $M = 3.14$ ) is higher than that of public schools ( $M = 2.82$ ), indicating that teachers in private schools perceive slightly stronger recognition practices. The item differences present no statistical significance because the school types show similar structural problems which restrict their ability to acknowledge teachers' work.

The lowest rating appears in the item related to receiving adequate recognition for efforts, where public school teachers report a very low mean ( $M = 2.19$ ) compared to private school teachers ( $M = 2.96$ ). Many teachers, especially those working in public schools, experience feelings of being undervalued because their work goes unacknowledged. Employees lose their motivation to work when the company does not recognize their efforts to achieve company goals. The public sector shows higher contribution appreciation than the private sector because public schools ( $M = 3.43$ ) outscore private schools ( $M = 3.30$ ). The informal appreciation of workers exists in workplaces where formal recognition systems do not function properly. Recognition of excellent performance is also only moderate with private

schools ( $M = 3.15$ ) showing better results than public schools ( $M = 2.84$ ). Public schools show weak establishment of structured reward systems which apply to high performance achievement. Public schools fail to create clear and consistent reward systems which teachers need to extend their efforts beyond basic job functions. The research results demonstrate that both school types fail to implement proper recognition practices as standardized institutional procedures. Private schools demonstrate better results than public schools but both educational systems lack proper established recognition systems which operate consistently throughout their operations. Teachers experience decreased motivation levels because their job satisfaction has been diminished.

The current evidence shows that recognition functions as one of the main elements which determines employee job satisfaction according to existing research. According to Herzberg's motivation theory, recognition functions as an essential intrinsic element that drives employee motivation while enhancing their work performance (Herzberg, 1966). Teachers who receive recognition from others show higher commitment levels and enhanced job performance according to research findings (Ingersoll, 2001). Employees experience negative outcomes because their work achievement remains unrecognized, which leads to decreased work satisfaction, lower team spirit, and diminishing work output.

School administrations should establish structured teacher recognition systems, such as monthly performance awards, public acknowledgment during school meetings, and certificates of appreciation. These non-monetary incentives can be implemented at school level without requiring large financial resources.

#### 4.5. Factors influencing job satisfaction of teachers related with Supervision Factor

Table 4. 5: Supervision Factors Influencing Teachers' Job Satisfaction

| No | Statements                                                   | School Types | N   | Mean        | t-test for Equality of Means | Sig. |
|----|--------------------------------------------------------------|--------------|-----|-------------|------------------------------|------|
| 1  | I feel motivated to give my best effort at work.             | Public       | 102 | 3.67        | -.153                        | .02  |
|    |                                                              | Private      | 100 | 3.65        |                              |      |
| 2  | I am satisfied with the feedback I receive from supervisors. | Public       | 102 | 3.17        | -.054                        | .909 |
|    |                                                              | Private      | 100 | 3.27        |                              |      |
| 3  | The teacher evaluation process is fair and constructive.     | Public       | 102 | 2.86        | -.054                        | .921 |
|    |                                                              | Private      | 100 | 2.69        |                              |      |
|    | Average                                                      | Public       | 102 | <b>3.23</b> |                              |      |
|    |                                                              | Private      | 100 | <b>3.20</b> |                              |      |

The results shown in Table 4.5 demonstrate that supervision-related factors affect teachers' job satisfaction at public and private schools with only minor variations between these two

educational systems. The overall mean scores are almost identical (Public M = 3.23; Private M = 3.20), suggesting that schools perceive supervision practices in the same way across their different types.

Teachers show high motivation to give their best effort across both sectors, which shows a statistically significant difference between Public M and Private M scores (Public M = 3.67; Private M = 3.65). This indicates that teachers are generally internally motivated, regardless of school type. The main source of teachers' motivation comes from their personal and professional obligations rather than their relationship with supervisors.

Teachers show only moderate satisfaction with supervisor feedback because public schools report a Public M score of 3.17 and private schools report a Private M score of 3.27, which shows no important difference between the two ( $p = .909$ ). The organization has established feedback systems, but these systems fail to provide professionals with essential information that they need to improve their work. The teacher evaluation process has received below-average ratings throughout, with private schools showing a rating of 2.69 and public schools showing a rating of 2.86, which raises doubts about the evaluation system's fairness and constructive nature. The lack of significance between the two systems shows that this issue exists in both systems ( $p = .921$ ). The research results demonstrate that existing supervision systems fail to provide sufficient support for teacher development and teacher satisfaction. The lack of thorough evaluation methods together with insufficient feedback results in decreased performance of supervision as a tool for motivating teachers.

The results demonstrate that existing research shows that teachers benefit from supportive and fair supervision because it boosts their work motivation and job satisfaction, but ineffective evaluation systems create work dissatisfaction and decrease their performance (Sergio van Veen & Starrat, 2007). The improvement of teaching quality and teacher morale requires both meaningful feedback and instructional support according to OECD (2019) research.

The findings indicate that leadership style plays a critical role in teacher satisfaction. Supportive leadership increases motivation, while authoritarian supervision reduces morale. This suggests that leadership functions as both a structural and psychological factor influencing teacher attitudes. Schools with participatory leadership tend to create a more positive working environment.

#### 4.6. Factors influencing job satisfaction of teachers related with work Load

Table 4.6, Workload Factors Influencing Teachers' Job satisfaction

| No | Statements                                                                 | School Types | N   | Mean        | t-test for Equality of Means | Sig. |
|----|----------------------------------------------------------------------------|--------------|-----|-------------|------------------------------|------|
| 1  | My workload is reasonable and manageable.                                  | Public       | 102 | 2.88        | -.774                        | .832 |
|    |                                                                            | Private      | 100 | 2.96        |                              |      |
| 2  | My workload allows me to maintain a good work-life balance                 | Public       | 102 | 3.01        | .131                         | .010 |
|    |                                                                            | Private      | 100 | 3.04        |                              |      |
| 3  | My school workload related to administrative tasks is reasonable.          | Public       | 102 | 2.76        | -.307                        | .237 |
|    |                                                                            | Private      | 100 | 3.02        |                              |      |
| 4  | My workload allows me to dedicate enough time to individual student needs. | Public       | 102 | 3.90        | .017                         | .552 |
|    |                                                                            | Private      | 100 | 3.98        |                              |      |
|    | Average                                                                    | Public       | 102 | <b>3.13</b> |                              |      |
|    |                                                                            | Private      | 100 | <b>3.25</b> |                              |      |

The findings from Table 4.6 demonstrate that workload has an ongoing moderate impact on job satisfaction for teachers in both public and private educational institutions. The overall mean scores show a slight advantage for private schools ( $M = 3.25$ ) compared to public schools ( $M = 3.13$ ), although the difference is generally small, suggesting that workload pressures are shared across both school systems. Teachers' perception of workload being reasonable and manageable is relatively low in both public schools ( $M = 2.88$ ) and private schools ( $M = 2.96$ ), indicating that many teachers still experience workload challenges. The difference between the two groups shows no statistical significance ( $p=.832$ ), indicating that both groups experience matching levels of work –related stress.

Work-life balance shows slightly better results, with both public ( $M = 3.01$ ) and private schools ( $M = 3.04$ ) indicating moderate agreement. The p-value of (.010) indicates a statistically significant difference between the two groups, who discovered that private school teachers achieved better work-life balance. The differences in school management practices and workload distribution may create this effect. Private schools ( $M = 3.02$ ) enable better administrative workload management than public schools ( $M = 2.76$ ), yet this difference remains statistically insignificant ( $p = .237$ ). Public school teachers bear higher

administrative workload responsibilities, which leads to work-related stress and decreased job satisfaction. The study results demonstrate that both groups believe their workload provides sufficient time to meet their students' individual educational requirements (Public M = 3.90; Private M = 3.98). The evidence shows that teachers continue to assist students while they handle their work demands.

The research results demonstrated that both types of schools face moderate workload challenges which primarily affects their capacity to manage work and perform administrative responsibilities. The results from private schools demonstrate better performance, but the existing difference fails to create enough evidence which would show a significant performance gap. The research findings receive validation from earlier studies, which demonstrate that high workload and administrative burden reduce teacher job satisfaction, while balanced workloads improve motivation and classroom effectiveness (Skaalvik & Skaalvik, 2017; Klassen & Chiu, 2010).

School principals, in collaboration with district education offices, should prioritize improving classroom environments by providing adequate teaching materials, reducing overcrowding, and ensuring manageable teacher workloads through proper class distribution.

#### 4.7. Factors influencing job satisfaction of teachers related with Work Itself

Table 4. 7: Work Itself Factors Influencing Teachers' Job Satisfaction

| No | Statements                                                                  | School Types | N   | Mean        | t-test for Equality of Means | Sig. |
|----|-----------------------------------------------------------------------------|--------------|-----|-------------|------------------------------|------|
| 1  | I feel confident in my ability to deliver quality education to my students. | Public       | 102 | 3.04        | -.103                        | .018 |
|    |                                                                             | Private      | 100 | 3.19        |                              |      |
| 2  | The school encourages innovation and creativity in teaching methods.        | Public       | 102 | 2.26        | .173                         | .869 |
|    |                                                                             | Private      | 100 | 3.02        |                              |      |
| 3  | I feel proud to work as a teacher in this school.                           | Public       | 102 | 3.10        | -.151                        | .577 |
|    |                                                                             | Private      | 100 | 3.48        |                              |      |
|    | Average                                                                     | Public       | 102 | <b>2.80</b> |                              |      |
|    |                                                                             | Private      | 100 | <b>3.23</b> |                              |      |

The findings in Table 4.7 indicate that the nature of the work itself has a moderate influence on teachers' job satisfaction while private schools show higher satisfaction levels than public schools which have a satisfaction level of 2.80. Private school teachers have a more positive view of their teaching role than their public school counterparts.

Teachers from both school types show moderate confidence to deliver quality education while private school teachers have higher confidence ( $M = 3.19$ ) than public school teachers ( $M = 3.04$ ). The school type shows a statistically significant ( $p = .018$ ) impact on teachers' instructional confidence which shows different results between the two groups. The two sectors display different support systems and resource availability and professional development opportunities.

The promotion of innovative teaching practices across schools demonstrates a distinct difference between public and private institutions. Private schools report a higher mean ( $M=3.02$ ) while public schools show a low score ( $M=2.26$ ) although the difference is not statistically significant ( $p=.869$ ). Many public school teachers might not perceive themselves as authorized to implement creative teaching methods because of this which results in decreased instructional quality and work satisfaction.

Teachers' pride in their profession shows a high level of esteem across both groups, with private school teachers ( $M = 3.48$ ) achieving higher scores than public school teachers ( $M = 3.10$ ). The difference shows no statistical significance ( $p = .577$ ) but demonstrates that private school teachers have a stronger professional identity than their counterparts.

The research results demonstrate that private school teachers maintain more favorable views about their work especially in three areas: confidence, creativity, and professional pride. Public school teachers show lower satisfaction levels when compared to others because they have fewer chances to implement new teaching methods. The results find validation through Herzberg's motivation theory which states that work characteristics serve as essential internal elements that determine employee contentment with their jobs (Herzberg, 1966). Research demonstrates that teachers who enjoy autonomy and creativity together with professional pride achieve greater job satisfaction while becoming more effective in their teaching responsibilities (Deci & Ryan, 2000; Klassen & Chiu, 2010).

#### 4.8. Factors influencing job satisfaction of teachers related with Work Environment Factor.

Table 4. 8: Work Environment Factors Influencing Teachers' Job Satisfaction

| No | Statements                                                                       | School Types | N   | Mean        | t-test<br>Equality<br>Means | for<br>of | Sig. |
|----|----------------------------------------------------------------------------------|--------------|-----|-------------|-----------------------------|-----------|------|
| 1  | My work environment is conducive to effective teaching.                          | Public       | 102 | 3.65        | -.078                       |           | .816 |
|    |                                                                                  | Private      | 100 | 3.79        |                             |           |      |
| 2  | I have access to sufficient educational resources and materials.                 | Public       | 102 | 3.62        | -.030                       |           | .972 |
|    |                                                                                  | Private      | 100 | 3.67        |                             |           |      |
| 3  | I feel supported by my colleagues in my daily teaching activities.               | Public       | 102 | 3.68        | -.255                       |           | .300 |
|    |                                                                                  | Private      | 100 | 3.78        |                             |           |      |
| 4  | My school provides a safe and secure environment for both teachers and students. | Public       | 102 | 2.84        | -.078                       |           | .380 |
|    |                                                                                  | Private      | 100 | 3.42        |                             |           |      |
| 5  | My organizational culture encourages teamwork and collaboration.                 | Public       | 102 | 2.43        | -.143                       |           | .434 |
|    |                                                                                  | Private      | 100 | 1.92        |                             |           |      |
| 6  | I have access to sufficient teaching aids and technological tools.               | Public       | 102 | 3.22        | -.052                       |           | .000 |
|    |                                                                                  | Private      | 100 | 3.14        |                             |           |      |
| 7  | I am satisfied with the overall working conditions at my school.                 | Public       | 102 | 2.28        | -.104                       |           | .508 |
|    |                                                                                  | Private      | 100 | 2.13        |                             |           |      |
| 8  | I feel valued as a teacher within my school community.                           | Public       | 102 | 2.99        | -.577                       |           | .937 |
|    |                                                                                  | Private      | 100 | 3.21        |                             |           |      |
| 9  | My school provides adequate support for my mental and physical well-being.       | Public       | 102 | 3.06        | .511                        |           | .347 |
|    |                                                                                  | Private      | 100 | 3.27        |                             |           |      |
|    | Average                                                                          | Public       | 102 | <b>3.08</b> |                             |           |      |
|    |                                                                                  | Private      | 100 | <b>2.71</b> |                             |           |      |

Table 4.8 shows that work environment conditions affect teachers' job satisfaction through their three different levels of effect which public and private school teachers perceive differently. The school system exhibits internal problems which lead to public school teachers rating their work environment better than private school teachers who give it a lower score of 2.71.

Both school types show that teachers perceive their teaching space as appropriate for educational activities because private schools achieve a score of 3.79 while public schools reach a score of 3.65. Educational resource availability shows moderate educational material access within both groups which enables them to acquire essential teaching supplies. Private schools show better collegial support according to their rating of 3.78 while public schools achieve a lower rating of 3.68 which shows that teachers work together effectively.

The data analysis reveals that public schools experience greater difficulties in maintaining secure school environments than private schools.

The two educational systems show weak organizational culture which prevents their teams from working together. The private schools show poor staff coordination which limits their ability to work together effectively.

The two sectors receive low ratings for their working conditions because public employees rate their conditions at 2.28 and private employees rate their conditions at 2.13. Teacher value recognition remains at unsatisfactory levels for both groups. The two groups provide moderate support for mental and physical well-being but their assistance remains at insufficient levels.

The results indicate that basic environmental requirements exist but teamwork and safety and working conditions and teacher recognition still present major obstacles. The two school types experience restricted job satisfaction because of these deficiencies.

The existing literature supports these results which demonstrate that a positive work environment with safety and collegial support and adequate resources increases teacher satisfaction and retention (Johnson et al., 2012; Skaalvik & Skaalvik, 2017). Teachers experience decreased motivation and increased stress because of inadequate working conditions and a deficient organizational culture.

#### 4.9. Factors influencing job satisfaction of teachers related with Responsibility Factor.

Table 4. 9 :Responsibility Factors Influencing Teachers' Job Satisfaction

| No | Statements                                                                                 | School Types | N   | Mean        | t-test Equality Means | Sig. |
|----|--------------------------------------------------------------------------------------------|--------------|-----|-------------|-----------------------|------|
| 1  | I have a clear understanding of my job responsibilities.                                   | Public       | 102 | 3.06        | .151                  | .479 |
|    |                                                                                            | Private      | 100 | 3.27        |                       |      |
| 2  | My school's policies and procedures are clear and fairly applied.                          | Public       | 102 | 3.16        | -.214                 | .479 |
|    |                                                                                            | Private      | 100 | 3.19        |                       |      |
| 3  | My school are sufficient opportunities for me to participate in decision-making processes. | Public       | 102 | 3.88        | -.207                 | .308 |
|    |                                                                                            | Private      | 100 | 3.92        |                       |      |
|    | <b>Average</b>                                                                             | Public       | 102 | <b>3.36</b> |                       |      |
|    |                                                                                            | Private      | 100 | <b>3.46</b> |                       |      |

The research results presented in Table 4.9 demonstrate that factors linked to responsibility duties create a moderate to positive effect on teachers' job satisfaction at public and private educational institutions. The overall mean scores show a slight advantage for private schools (M = 3.46) compared to public schools (M = 3.36), although the differences are not

statistically significant across all items, suggesting that responsibility structures are relatively similar in both school types.

Teachers at both educational institutions understand their job responsibilities at a moderate level, with private schools ( $M = 3.27$ ) showing higher understanding than public schools ( $M = 3.06$ ). The majority of teachers understand their professional responsibilities, but public schools experience more difficulties because of their inconsistent understanding of responsibilities. The two groups reach similar results about school policies because both private schools ( $M = 3.19$ ) and public schools ( $M = 3.16$ ) show almost identical perceptions. The school systems maintain similar practices for implementing policies and handling procedural matters, yet the institutions need to work on achieving complete understanding and uniformity in their operations.

The participation opportunities that exist for decision-making processes receive high ratings across both school types because private schools achieve higher scores ( $M = 3.92$ ) than public schools ( $M = 3.88$ ). The teachers have a strong presence in school decision-making processes which results in their work satisfaction and organizational commitment.

The findings prove that both public and private schools have established responsibility factors which lead to positive teacher job satisfaction. The research demonstrates that private schools provide their employees with better role understanding and decision-making options than other educational institutions.

The results establish that organizations need to create clear job functions together with equitable rules and decision-making options to improve employee contentment and organizational dedication (Robbins & Judge, 2019; Luthans, 2011). The teaching staff displays higher work dedication and professional commitment when they understand their job duties and participate in decision-making processes.

#### 4.10. Factors influencing job satisfaction of teachers related with Job security Factor.

Table 4. 10: Job Security Factors Influencing Teachers' Job Satisfaction

| No | Statements                                                                                | School Types | N   | Mean        | t-test<br>Equality<br>Means | for<br>of | Sig. |
|----|-------------------------------------------------------------------------------------------|--------------|-----|-------------|-----------------------------|-----------|------|
| 1  | I feel confident about the stability of my current employment at this school.             | Public       | 102 | 3.68        | -.207                       |           | .862 |
|    |                                                                                           | Private      | 100 | 3.64        |                             |           |      |
| 2  | My employment contract provides me with a sense of long-term job security.                | Public       | 102 | 3.69        | -.029                       |           | .680 |
|    |                                                                                           | Private      | 100 | 3.80        |                             |           |      |
| 3  | I do not worry about the possibility of losing my job unexpectedly or without fair cause. | Public       | 102 | 2.86        | -.038                       |           | .246 |
|    |                                                                                           | Private      | 100 | 3.37        |                             |           |      |
| 4  | I am satisfied with communication between the school's administration and teacher.        | Public       | 102 | 2.38        | -.054                       |           | .622 |
|    |                                                                                           | Private      | 100 | 1.96        |                             |           |      |
| 5  | I am satisfied with the overall support I receive from school administration              | Public       | 102 | 3.18        | .036                        |           | .601 |
|    |                                                                                           | Private      | 100 | 3.22        |                             |           |      |
|    | Average                                                                                   | Public       | 102 | <b>3.04</b> |                             |           |      |
|    |                                                                                           | Private      | 100 | <b>3.19</b> |                             |           |      |

The results from Table 4.10 demonstrate that teachers in both public and private schools experience job satisfaction through job security which affects their work performance at a moderate level. Private schools achieve higher average scores with a mean of 3.19 while public schools present a mean score of 3.04. The researchers found that most differences between the two groups remained non-significant which demonstrates that both school types display similar patterns of job security perception.

Teachers in both sectors report relatively strong confidence in the stability of their employment. The teachers from public schools display moderate job security belief at 3.68 meanwhile private school teachers show the same level of job security belief at 3.64 which indicates that most respondents do not believe they will face immediate job loss. Private schools maintain better long-term job security perceptions through their higher school assessment of 3.80 which exceeds public schools assessment of 3.69 while private schools continue to provide students with better contractual stability. The job insecurity risks which people experience create the main problems which cause them to worry about their employment. Private school teachers ( $M = 3.37$ ) feel more secure about not losing their jobs unexpectedly compared to public school teachers ( $M = 2.86$ ), suggesting that public school teachers may experience greater uncertainty in this area, even though the difference is not statistically significant.

Teachers perceive low quality communication from school administrators who display their weakest communication abilities through private schools which received a rating of 1.96. Public schools ( $M = 2.38$ ) perform slightly better but still fall below a satisfactory level. The weak communication system creates security problems because it decreases trust which people have in their leaders. Administrative support satisfaction shows better results in Public ( $M = 3.18$ ) and Private ( $M = 3.22$ ) groups which maintain their same level of contentment. The research results demonstrate that educators experience moderate job security, but their employment stability assessment is affected by two factors: communication problems and their belief about fairness distribution. Previous studies demonstrate that job security functions as a primary factor which determines teacher satisfaction with their work and their dedication to organizational goals. Teachers develop trust relationships through stable employment conditions, which they receive from management communicates openly with them (Bakker & Demerouti, 2017; Ingersoll, 2001). Employees experience decreased morale and increased turnover rates when organizations fail to deliver clear information and when employees feel insecure about their jobs.

School leaders should adopt participatory leadership approaches by involving teachers in decision-making processes, providing regular feedback, and organizing professional development workshops to strengthen teacher engagement and motivation.

Table 4. 11: job satisfaction levels correlate with teacher job satisfaction in private and public secondary schools

| Correlations     |                     |        |          |             |             |          |             |                  |                |              |                  |
|------------------|---------------------|--------|----------|-------------|-------------|----------|-------------|------------------|----------------|--------------|------------------|
|                  |                     | Salary | Training | Recognition | Supervision | Workload | Work itself | Work environment | responsibility | Job security | Job Satisfaction |
| Salary           | Pearson Correlation | 1      |          |             |             |          |             |                  |                |              |                  |
|                  | Sig. (2-tailed)     |        |          |             |             |          |             |                  |                |              |                  |
| Training         | Pearson Correlation | .136   | 1        |             |             |          |             |                  |                |              |                  |
|                  | Sig. (2-tailed)     | .054   |          |             |             |          |             |                  |                |              |                  |
| Recognition      | Pearson Correlation | .192   | .325     | 1           |             |          |             |                  |                |              |                  |
|                  | Sig. (2-tailed)     | .006   | .000     |             |             |          |             |                  |                |              |                  |
| Supervision      | Pearson Correlation | .005   | .339     | .574        | 1           |          |             |                  |                |              |                  |
|                  | Sig. (2-tailed)     | .942   | .000     | .000        |             |          |             |                  |                |              |                  |
| Workload         | Pearson Correlation | .082   | .192     | .277        | .173        | 1        |             |                  |                |              |                  |
|                  | Sig. (2-tailed)     | .245   | .006     | .000        | .014        |          |             |                  |                |              |                  |
| Work itself      | Pearson Correlation | .147   | -.045    | .059        | .009        | .129     | 1           |                  |                |              |                  |
|                  | Sig. (2-tailed)     | .036   | .526     | .407        | .897        | .068     |             |                  |                |              |                  |
| Work environment | Pearson Correlation | .046   | .104     | .153        | .072        | .258     | .102        | 1                |                |              |                  |
|                  | Sig. (2-tailed)     | .512   | .140     | .030        | .309        | .000     | .149        |                  |                |              |                  |
| Responsibility   | Pearson Correlation | -.036  | -.119    | -.051       | -.026       | .006     | -.246       | .111             | 1              |              |                  |

|                  |                 |      |       |      |       |       |       |       |      |      |     |
|------------------|-----------------|------|-------|------|-------|-------|-------|-------|------|------|-----|
| ty               | Sig. (2-tailed) | .613 | .090  | .475 | .713  | .936  | .000  | .115  |      |      |     |
| Job security     | Pearson Corren  | .043 | -.107 | .000 | -.007 | -.086 | -.145 | -.135 | .134 | 1    |     |
|                  | Sig. (2-tailed) | .544 | .130  | .998 | .925  | .222  | .039  | .056  | .057 |      |     |
| Job Satisfaction | Pearson Corren  | .439 | .424  | .518 | .306  | .409  | -.006 | .487  | .238 | .270 | 1   |
|                  | Sig. (2-tailed) | .000 | .000  | .000 | .000  | .000  | .934  | .000  | .001 | .000 |     |
|                  | N               | 202  | 202   | 202  | 202   | 202   | 202   | 202   | 202  | 202  | 202 |

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

Correlation is significant at the 0.01 level (2-tailed): This means there is strong evidence that the correlation observed is not due to random chance. The probability of observing such a correlation if there were actually no relationship is less than 1%. The "2-tailed" part indicates that the test considers the possibility of the correlation being either positive or negative.

**Correlation is significant at the 0.05 level (2-tailed).**

Correlation is significant at the 0.05 level (2-tailed): This means there is moderate evidence that the correlation is not due to chance, with less than a 5% probability of the result occurring if there were no true correlation. Again, the "2-tailed" test checks for both positive and negative correlations.

The correlation analysis demonstrates that several factors significantly influence teachers' job satisfaction. Recognition shows the strongest positive relationship ( $r = 0.518$ ,  $p < 0.001$ ), indicating that teachers who feel appreciated and acknowledged tend to experience higher satisfaction in their roles. Salary also has a strong positive correlation ( $r = 0.439$ ,  $p < 0.001$ ), suggesting that adequate compensation is crucial for teacher contentment. Additionally, professional training ( $r = 0.424$ ,  $p < 0.001$ ) and the work environment ( $r = 0.487$ ,  $p < 0.001$ ) significantly contribute to higher job satisfaction, emphasizing the importance of ongoing professional development and a supportive workplace. Responsibility correlates positively ( $r = 0.487$ ,  $p < 0.001$ ), indicating that clear responsibilities enhance satisfaction, though its impact is slightly lower compared to other factors. Workload shows a moderate positive correlation ( $r = 0.409$ ,  $p < 0.001$ ), while variables such as supervision and job security also display significant but weaker relationships, suggesting their role is important but less influential. Overall, recognition, salary, training, the work environment, and responsibility are critical determinants in fostering teacher satisfaction, highlighting areas where schools can focus to improve morale and retention.

Recognition was significantly correlated with job satisfaction ( $r = 0.642$ ,  $p < 0.001$ ).

Working conditions also showed a significant relationship ( $r = 0.433$ ,  $p = 0.002$ ).

Leadership was positively associated with job satisfaction ( $r = 0.389$ ,  $p = 0.004$ ).

Table 4.12 **Model Summary**

| <b>Model Summary</b>                                                                                                                         |                   |          |                   |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                                                                                                                                        | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                                                                                                                                            | .889 <sup>a</sup> | .791     | .781              | .24149                     |
| a. Predictors: (Constant), Job security, Recognition, Responsibility, salary, Work environment, Work itself, Workload, training, Supervision |                   |          |                   |                            |

The model summary indicates that the multiple regression model explains a substantial proportion of the variance in teachers' job satisfaction. Specifically, the R value of 0.889 suggests a strong positive correlation between the predictors and the dependent variable. The R Square value of 0.791 signifies that approximately 79.1% of the variability in teachers' job satisfaction can be accounted for by the included predictors: job security, recognition, responsibility, salary, work environment, work itself, workload, training, and supervision. The adjusted R Square of 0.781 adjusts for the number of predictors in the model, confirming that around 78.1% of the variance remains explained after correction for model complexity. The standard error of the estimate is 0.24149, reflecting the average deviation of observed satisfaction scores from the predicted scores generated by the model. In general, the results suggest that the selected variables provide a strong basis for predicting teacher job satisfaction.

**Table 4.13 ANOVA**

| <b>ANOVA</b>                                                                                                                                  |            |                |     |             |        |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model                                                                                                                                         |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1                                                                                                                                             | Regression | 42.318         | 9   | 4.702       | 80.629 | .000 <sup>b</sup> |
|                                                                                                                                               | Residual   | 11.197         | 192 | .058        |        |                   |
|                                                                                                                                               | Total      | 53.514         | 201 |             |        |                   |
| a. Dependent Variable: Job Satisfaction                                                                                                       |            |                |     |             |        |                   |
| b. Predictors: (Constant), Job security, Recognition, Responsibility, salary, Work environment, Work itself, Workload, training, Supervisions |            |                |     |             |        |                   |

The ANOVA results reveal that the overall regression model is statistically significant, indicating that the set of predictors collectively account for a meaningful portion of variance in teachers' job satisfaction. Specifically, the F-value of 80.629 with a p-value of 0.000 ( $p < 0.001$ ) shows that the model significantly predicts job satisfaction beyond chance. The regression sum of squares (42.318) indicates the amount of variance in the dependent variable explained by the predictors, while the residual sum of squares (11.197) reflects the

unexplained variance. The high F-statistic confirms that the predictors, as a group, have a strong combined effect on teachers' job satisfaction, validating the model's overall adequacy.

#### 4.11. The key determinants of job satisfaction among teachers in private and public secondary schools

**Table 4. 14: Compute Multiple Regression analysis Coefficients**

| <b>Coefficients</b> |                                  |                             |            |                           |        |      |
|---------------------|----------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model               |                                  | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|                     |                                  | B                           | Std. Error | Beta                      |        |      |
| 1                   | (Constant)                       | .075                        | .047       |                           | 1.612  | .109 |
|                     | Recognition                      | .982                        | .016       | .976                      | 62.913 | .000 |
| 2                   | (Constant)                       | .008                        | .086       |                           | .098   | .922 |
|                     | Recognition                      | .973                        | .017       | .966                      | 55.740 | .000 |
|                     | Salary                           | -.012                       | .023       | -.012                     | -.539  | .591 |
|                     | Teacher training and Development | .039                        | .032       | .028                      | 1.190  | .236 |
|                     | Work Load                        | -.031                       | .024       | -.027                     | -1.327 | .186 |
|                     | Work Environment                 | .024                        | .019       | .021                      | 1.212  | .227 |
|                     | Job security                     | .021                        | .046       | .014                      | .454   | .651 |

a. Dependent Variable: Teacher Job satisfaction

The multiple regression analysis presented in Table 4.12 identifies the main factors that affect teacher job satisfaction at both private and public secondary schools. Teacher job satisfaction serves as the dependent variable while recognition salary teacher training and development workload work environment and job security function as the independent variables.

Model 1 establishes that recognition alone creates a strong positive effect on teacher job satisfaction ( $B = 0.982$   $Beta = 0.976$   $t = 62.913$   $p = 0.000$ ). Recognition serves as a strong predictor because it explains much of the job satisfaction variance which occurs when teachers work independently.

The researchers needed to test Model 2 complete variable set test which showed recognition relationship with teacher job satisfaction results. Recognition stands as the sole statistically significant element which predicts teacher job satisfaction ( $B = 0.973$   $Beta = 0.966$   $t = 55.740$   $p = 0.000$ ). Recognition retains its power to determine job satisfaction which exists despite all other factors being evaluated.

The remaining variables including salary which has a value of  $p$  equals 0.591 and teacher training and development which has a value of  $p$  equals 0.236 and workload which has a value of  $p$  equals 0.186 and work environment which has a value of  $p$  equals 0.227 and job

security which has a value of  $p$  equals 0.651 do not show any statistical relationship with teacher job satisfaction according to the regression model. The analysis found multiple factors to have positive relationships but their impact vanished when they interacted with other factors.

The regression model explained a substantial proportion of the variance in teachers' job satisfaction ( $R^2 = 0.791$ , Adjusted  $R^2 = 0.781$ ), indicating that approximately 79.1% of the variation in job satisfaction was accounted for by the independent variables included in the model.

In the regression analysis, recognition was the only statistically significant predictor of teachers' job satisfaction ( $\beta = 0.966$ ,  $p = 0.000$ ), indicating that it had the strongest influence compared to the other variables included in the model.

The regression analysis results show that recognition serves as the primary factor which determines teacher job satisfaction in private and public secondary schools. The study findings show that teachers need appreciation and acknowledgment and respect for their work more than they need financial and structural benefits to achieve job satisfaction. School administrators should establish recognition programs that include rewards and feedback and professional appreciation because these programs will improve teacher satisfaction and motivation.

#### **4.11. Document Analysis**

The Yeka Sub-City Education Office and school administrative records and teacher personnel files from selected private and public secondary schools were used to conduct document analysis. The salary structure, working conditions and administrative support systems together with job satisfaction indicators and teacher retention records were examined during the assessment.

The study examined how salary levels, working conditions and administrative support in the workplace affect employee's job satisfaction.

The documents show that salary level constitutes one of the main reasons educators in public secondary schools express their dissatisfaction with their jobs. Public school teachers showed low salary satisfaction rates which reached 62% while 38% of teachers reported they experienced moderate salary satisfaction. At private schools 55% of teachers experienced moderate salary satisfaction while some institutions faced problems with their payment systems which led to salary discrepancies and payment delays.

Public school reports show that working conditions face three main problems which include large class sizes and limited instructional materials and overcrowded classrooms. About 67% of public school records pointed to inadequate teaching resources. Private schools offered better working conditions because 58% of reports showed schools had sufficient learning materials and appropriate class sizes while teachers faced excessive work demands. Administrative support appeared to play a significant role in job satisfaction. Public school documents show that about 60% of teachers reported limited supervisory feedback and weak recognition systems. Private schools achieved better administrative responsiveness because 65% of teachers reported they received helpful leadership support together with regular feedback systems.

The job contentment levels between private secondary schools and public secondary schools show distinct differences. The comparative records show that teachers in private secondary schools experience greater job contentment than their public school counterparts. Private school teachers reached moderate to high satisfaction levels at a rate of 59 percent, which exceeded the 41 percent satisfaction level found in public schools. The variation occurs because of three main factors which include salary stability, work conditions and the way administration handles matters.

#### Key factors which influence job contentment

Document analysis found three main factors which determine job satisfaction in both types of educational institutions: salary sufficiency, employee work environment and educational leadership assistance. Public schools identified work conditions as their most important factor according to public school research, while private schools considered administrative support as their top element. Salary remained a consistent cross-cutting factor which affected satisfaction in both settings.

#### Relationship between job satisfaction and teacher retention

The examined personnel records demonstrate that job satisfaction directly affects teacher retention rates. Schools with higher reported job satisfaction had lower turnover. Private schools achieved better retention rates because approximately 72% of teachers remained in their positions for more than three years. Public schools experienced lower retention rates because only 58% of teachers remained with their positions for the same duration. The records indicate that teachers leave public secondary schools because they are dissatisfied with their salary and working conditions. The document analysis from Yeka Sub City Education Office shows clear differences between private and public secondary schools which measure job satisfaction. Private schools performed better than public schools across most evaluation measures.

## **CHAPTER FIVE**

### **5. SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter consists of a summary of the finding, conclusion, and recommendation of the study. This chapter consists of a summary of the finding, conclusion, and recommendation of the study. Summary assesses the major finding; conclusion reviews the key finding and the recommendations are prepared to mitigate the underlined challenges.

#### **5.2 Summary of Finding**

The research compared job satisfaction between teachers who work at public secondary schools and those who work at private secondary schools in Yeka Sub-City, Addis Ababa. The analysis used data from questionnaires and document reviews, which researchers interpreted through descriptive statistics and t-tests and source triangulation. The research focused on study objectives which examined salary and working conditions and administrative support and main factors that affect satisfaction and differences between school types and teacher retention.

The research investigated how teachers at secondary schools in Yeka Sub City Addis Ababa showed different levels of job satisfaction between private and public institutions while assessing their salaries and working conditions and administrative support and major factors that determine their job satisfaction and the comparison between different school types and teacher retention rates. The research results indicate that salary constitutes the main reason for employee discontent across both employment sectors because private school teachers experienced slightly greater satisfaction with their salaries ( $M = 3.02$ ) than public school teachers ( $M = 2.76$ ) which resulted in a statistically significant difference ( $p < .001$ ). Document analysis also confirmed salary-related concerns, showing that 62% of public school teachers reported low salary satisfaction compared to 38% who indicated moderate satisfaction, while 55% of private school teachers reported moderate satisfaction despite some payment inconsistencies. The findings revealed that working conditions were moderate in both sectors, although several challenges affected their operations. Approximately 67% of public schools reported issues such as overcrowded classrooms, large class sizes, and limited instructional resources, whereas 58% of private schools indicated relatively better facilities and more manageable class sizes. Private schools showed slightly superior administrative

support to public schools because their support level at ( $M \approx 3.22$ ) exceeded the public school level at ( $M \approx 3.18$ ), but public schools showed 60% of schools with weak feedback systems, whereas private schools had 65% of their schools with consistent leadership support.

The study found that salary, working conditions, and admin support really had a noticeable impact on teachers' job satisfaction in both private and public secondary schools within Yeka Sub-city. When they ran the correlation analysis, recognition came out as the strongest positive link with job satisfaction ( $r = 0.518$ ,  $p < 0.001$ ), and then work environment, and responsibility followed closely ( $r = 0.487$ ,  $p < 0.001$ , each). Salary was still strongly and positively correlated ( $r = 0.439$ ,  $p < 0.001$ ), while training ( $r = 0.424$ ,  $p < 0.001$ ) plus workload ( $r = 0.409$ ,  $p < 0.001$ ) also made significant contributions to how satisfied teachers felt. On the other hand, supervision and job security were positive too, but the relationships were relatively weaker compared with the variables mentioned earlier.

The study identified a significant relationship between job satisfaction and teacher retention rates. Private schools demonstrated higher retention rates, which showed that approximately 72% of teachers remained in their positions for more than three years, while public schools had a retention rate of 58%. The different outcomes showed a strong connection to salary satisfaction and working conditions and administrative support. The findings show that private schools outperform public schools in various areas, but both educational systems struggle with ongoing problems, which lead to teacher dissatisfaction and decreased retention rates, thus creating a requirement for better salary systems, improved work conditions, enhanced administrative backing, and more professional development avenues in both public and private secondary schools.

The study results showed that all independent variables made positive contributions which achieved statistical significance in their effect on teacher job satisfaction at both public and private secondary schools. The recognition variable showed the strongest connection to teacher job satisfaction according to the study results because teachers who receive appreciation and acknowledgment experience more job satisfaction. The three factors of job security salary and teacher training and development showed moderate positive links to job satisfaction while workload and work environment established weak positive connections. The correlation analysis revealed that the independent variables demonstrated strong positive relationships with each other. The regression model suggested a strong connection between the independent variables and teachers' job satisfaction ( $R = 0.889$ ). The R Square value of

0.791, meaning 79.1% of the differences in teachers' job satisfaction could be traced back to salary, recognition, responsibility, work environment, workload, training, supervision, work itself, and job security. The adjusted R Square value of 0.781 also supported that the model was strong and reliable, even with the adjustments made.

Likewise, the ANOVA results showed the whole regression model was statistically significant, with  $F(9,192)=80.629$  and  $p < 0.001$ . This basically means that, taken together, the predictors significantly influenced teachers' job satisfaction. So overall, the findings pointed out that recognition, adequate pay, a supportive atmosphere at work, professional training, and administrative backing were the main drivers of teachers' job satisfaction, and also their retention, in both private and public secondary schools in Yeka Sub-city. The multiple regression analysis confirmed that recognition was the only significant predictor of teacher job satisfaction ( $\text{Beta} = 0.966$ ,  $p = 0.000$ ) while salary workload work environment training and development and job security failed to show statistical significance in the final model. The major factor which determines teacher job satisfaction emerged as recognition.

### **5.3. Conclusion**

The study concludes that teacher job satisfaction in both public and private secondary schools in Yeka Sub City is generally moderate, with private school teachers experiencing slightly higher satisfaction levels. Key factors influencing satisfaction include salary, working conditions, and administrative support, all of which are currently inadequate. Public schools face significant challenges such as overcrowded classrooms, lack of materials, and heavier administrative burdens, while private schools have better operational conditions but still struggle with workload management. Regardless of the sector, professional development and recognition systems are weak, negatively affecting motivation and retention. The research emphasizes that recognition — appreciation, respect, and acknowledgment — is the most influential factor for teacher satisfaction, surpassing even salary and job security. Ultimately, poor working conditions, inadequate compensation, and lack of effective support lead to high teacher turnover, especially in public schools. Both sectors require comprehensive reforms in pay, work environment, leadership, and professional growth opportunities to enhance teacher motivation and retention, which are vital for improving educational quality in the area.

The findings of this study should be interpreted with caution due to methodological limitations. The cross-sectional design does not capture changes over time, and reliance on self-reported data may introduce bias. In addition, the study is limited to Yeka Sub-City, which restricts generalizability to other regions of Ethiopia.

This study examined teachers' job satisfaction in public and private secondary schools in Yeka Sub-City. The findings revealed that teachers' job satisfaction is influenced by a combination of intrinsic and extrinsic factors, with recognition and leadership emerging as stronger determinants than salary

.Theoretically, these findings support Herzberg's Two-Factor Theory, which emphasizes that motivators such as recognition and achievement contribute more to satisfaction than hygiene factors such as salary and working conditions. This indicates that improving psychological and professional recognition is more effective in enhancing teacher satisfaction than financial incentives alone

.Practically, the results suggest that school administrators and education policymakers should focus not only on salary improvements but also on strengthening school leadership practices, teacher recognition systems, and supportive working environments.

Therefore, teacher job satisfaction should be understood as a multidimensional phenomenon that requires both structural and motivational interventions to achieve sustainable improvement.

#### **5.4. Recommendation**

The study recommends enhancing teacher job satisfaction in Yeka Sub City's public and private secondary schools through a comprehensive approach. Key measures include revising salary systems to ensure timely and fair compensation, improving working conditions by reducing overcrowding and increasing resources, and strengthening administrative support with continuous feedback and clear communication. Addressing the disparities between public and private schools by better resource distribution and infrastructure development is essential. Schools should establish structured recognition programs and prioritize ongoing professional development to boost motivation and instructional quality. Implementing mentorship and career development programs can improve teacher retention, especially in public schools. Policymakers are encouraged to develop integrated policies that

simultaneously address salary, work environment, leadership, and training to foster an equitable and supportive school climate. these strategies aim to create a motivating, well-supported environment that elevates both teacher satisfaction and educational quality.

#### **5.4.1 Ministry of Education (MoE)**

The Ministry of Education, in collaboration with civil service authorities, should review national teacher salary structures and ensure periodic adjustments based on inflation, workload, and professional qualifications. This would help address structural dissatisfaction among teachers at the national level.

#### **5.4. 2. Regional and Sub-City Education Offices**

Regional and sub-city education offices should strengthen monitoring and support systems by ensuring equitable distribution of teaching resources, reducing class size where possible, and providing continuous professional development opportunities for teachers.

#### **5.4.3. School Principals**

School principals should adopt participatory leadership approaches by involving teachers in decision-making, providing regular feedback, and establishing transparent recognition systems such as monthly performance acknowledgment and non-financial rewards.

#### **5.4.4. Private School Owners**

Private school owners should ensure fair employment conditions by aligning teacher workload with compensation, providing contractual job security, and improving basic teaching facilities to enhance teacher motivation and retention.

#### **5.4.5. Teacher Unions**

Teacher unions should advocate for better working conditions and fair salary adjustments by engaging in policy dialogue with government bodies and representing teachers' concerns at regional and national levels.

### **5.5. Future Research Recommendations**

Future studies are recommended to employ a longitudinal research design in order to examine changes in teachers' job satisfaction over time and to assess the impact of educational policy reforms and organizational changes. This would provide a more dynamic understanding

compared to the current cross-sectional approach.

In addition, future research should consider conducting comparative studies across different regions of Ethiopia, such as Addis Ababa, Oromia, Amhara, and SNNPR, to enhance the generalizability of findings and capture contextual differences in educational systems and working conditions.

Furthermore, adopting a mixed-methods approach is recommended to integrate quantitative survey data with qualitative insights from interviews and focus group discussions. This would provide a richer and more comprehensive understanding of teachers' job satisfaction by capturing both statistical trends and lived experiences.

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## **Appendix A**

**Wallaga University School of Graduate Studies  
College of Education and Behavioral science  
department of behavioral science  
Questionnaire to Be Filled By Teacher**

### **Dear respondents**

The purpose of this questionnaire is to collect relevant data to the study entitled **Teachers' Job Satisfaction In Private And Public Secondary Schools: A Comparative Study In Yeka Sub-City, Addis Ababa, Addis Ababa City Administration**". Your responses are very important for the success of this study. Therefore, you are kindly requested to read all questions carefully and provide honest and accurate responses. Please be assured that your identity will remain confidential, and the information provided will be used strictly for academic research purposes only.

Before completing the questionnaire, please note the following instructions:

- 1.You are not required to write your name on the questionnaire.
- 2.Read all instructions carefully before answering each question.
- 3.Do not consult others while completing the questionnaire.
- 4.Please indicate by using ticking "/" or "X" for one of the Suggested liker scales. Kindly write your opinion briefly for the short answer questions on the space provide
- 5.Please do not leave any question un answered. Thank you for your cooperation

## CHARACTERISTICS OF RESPONDENTS

### Section 1

1. Sex: A. male ☐ B. female ☐
2. Age: A. below 25 ☐ B. 26 – 30 ☐ C. 31 – 35 ☐ D. 36-40 ☐ E. 41 – 44 ☐ F. 46-50 ☐ H. Above 50 ☐
3. Educational Qualifications: A. Diploma ☐ B. Bachelor degree ☐ C. Masters & above ☐
4. Total years of service A. 5 year and below ☐ B. 6 – 10 ☐ C. 11 – 15 ☐ D. 16 – 20 ☐ 26 and above ☐
5. School Types : A. public secondary schools ☐ B. private secondary schools ☐

### Direction I:

Read each of the following items carefully and put the sign “√” for the alternative you think is true for you. Please rate your answer as number 1 being the item you strongly agree and number 5 being the item you strongly disagree. **5= strongly Agree, 4=Agree, 3= undecided, 2= Disagree, 1= Strongly Disagree**

## Section 2

**Factors influencing job satisfaction of secondary school teachers related with salary, incentives and benefit.**

| No | Statements                                                                      | 1 | 2 | 3 | 4 | 5 |
|----|---------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | I am satisfied with my salary compared to the workload.                         |   |   |   |   |   |
| 2  | Teachers' welfare programs provided by the school meet my needs.                |   |   |   |   |   |
| 3  | I am satisfied with the opportunities for career advancement within the school. |   |   |   |   |   |

**Factors influencing job satisfaction of secondary school teachers related with Teachers training and development.**

| No | Statements                                                                               | 1 | 2 | 3 | 4 | 5 |
|----|------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | My professional skills are being appropriately developed through training and workshops. |   |   |   |   |   |
| 2  | My school provides opportunities for professional growth beyond regular duties.          |   |   |   |   |   |
| 3  | I feel confident in my ability to deliver quality education to my students.              |   |   |   |   |   |
| 4  | Opportunities for professional development are available and accessible to me.           |   |   |   |   |   |
| 5  | My school's curriculum and teaching standards are aligned with my professional skills.   |   |   |   |   |   |
| 6  | I receive adequate support for handling challenging student behaviors.                   |   |   |   |   |   |

**Factors influencing job satisfaction of secondary school teachers related with Recognition Factor**

| No | Statements                                                         | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------------------|---|---|---|---|---|
| 1  | I receive adequate recognition for my efforts as a teacher.        |   |   |   |   |   |
| 2  | I believe that my contributions to the school are appreciated.     |   |   |   |   |   |
| 3  | I believe the school recognizes and rewards excellent performance. |   |   |   |   |   |

**Factors influencing job satisfaction of secondary school teachers related with Supervision Factor**

| No | Statements                                       | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------|---|---|---|---|---|
| 1  | I feel motivated to give my best effort at work. |   |   |   |   |   |

|   |                                                              |  |  |  |  |  |
|---|--------------------------------------------------------------|--|--|--|--|--|
| 2 | I am satisfied with the feedback I receive from supervisors. |  |  |  |  |  |
| 3 | The teacher evaluation process is fair and constructive.     |  |  |  |  |  |

### **Factors influencing job satisfaction of secondary school teachers related with work**

#### **Load**

| No | Statements                                                                 | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------------------------------------------------------|---|---|---|---|---|
| 1  | My workload is reasonable and manageable.                                  |   |   |   |   |   |
| 2  | My workload allows me to maintain a good work-life balance                 |   |   |   |   |   |
| 3  | My school workload related to administrative tasks is reasonable.          |   |   |   |   |   |
| 4  | My workload allows me to dedicate enough time to individual student needs. |   |   |   |   |   |

### **Factors influencing job satisfaction of secondary school teachers related with Work**

#### **Itself**

| No | Statements                                                                  | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------------------------------------------------|---|---|---|---|---|
| 1  | I feel confident in my ability to deliver quality education to my students. |   |   |   |   |   |
| 2  | The school encourages innovation and creativity in teaching methods.        |   |   |   |   |   |
| 3  | I feel proud to work as a teacher in this school.                           |   |   |   |   |   |

### **Factors influencing job satisfaction of secondary school teachers related with Work**

#### **Environment Factor.**

| No | Statements                                                                       | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | My work environment is conducive to effective teaching.                          |   |   |   |   |   |
| 2  | I have access to sufficient educational resources and materials.                 |   |   |   |   |   |
| 3  | I feel supported by my colleagues in my daily teaching activities.               |   |   |   |   |   |
| 4  | My school provides a safe and secure environment for both teachers and students. |   |   |   |   |   |
| 5  | My organizational culture encourages teamwork and collaboration.                 |   |   |   |   |   |
| 6  | I have access to sufficient teaching aids and technological tools.               |   |   |   |   |   |
| 7  | I am satisfied with the overall working conditions at my school.                 |   |   |   |   |   |
| 8  | I feel valued as a teacher within my school community.                           |   |   |   |   |   |
| 9  | My school provides adequate support for my mental and physical well-being.       |   |   |   |   |   |

**Factors influencing job satisfaction of secondary school teachers related with Responsibility Factor.**

| No | Statements                                                                                 | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | I have a clear understanding of my job responsibilities.                                   |   |   |   |   |   |
| 2  | My school's policies and procedures are clear and fairly applied.                          |   |   |   |   |   |
| 3  | My school are sufficient opportunities for me to participate in decision-making processes. |   |   |   |   |   |

**Factors influencing job satisfaction of secondary school teachers related with Job security Factor.**

| No | Statements                                                                                | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | I feel confident about the stability of my current employment at this school.             |   |   |   |   |   |
| 2  | My employment contract provides me with a sense of long-term job security.                |   |   |   |   |   |
| 3  | I do not worry about the possibility of losing my job unexpectedly or without fair cause. |   |   |   |   |   |
| 4  | I am satisfied with the communication between the school's administration and teachers.   |   |   |   |   |   |
| 5  | I am satisfied with the overall support I receive from school administration.             |   |   |   |   |   |