

Factors Predicting Teacher Job Satisfaction in a Post-Conflict Society: A Survey of Elementary Schools in Jaghori District, Afghanistan

Qorban Ali Nikzad

Northeast Normal University, Changchun, Jilin, China

DOI: <https://doi.org/10.51584/IJRIAS.2026.11070173>

Received: 01 August 2026; Accepted: 06 August 2026; Published: 18 August 2026

ABSTRACT

This study examined the factors predicting job satisfaction among primary school teachers in Jaghori District, Afghanistan. The study used quantitative method to examine the extent to which extrinsic factors, intrinsic factors, and stress predict job satisfaction among primary school teachers in Jaghori District, Afghanistan, and whether teaching experience and gender moderate these relationships. Survey data were collected from 300 male primary school teachers using an adapted 43-item Job Satisfaction Survey. Multiple linear regression and moderation analysis were employed.

Results revealed that overall job satisfaction was low ($M = 2.80/5$). Compensation ($\beta = 0.287, p < .001$), work-life balance ($\beta = 0.265, p < .001$), job security ($\beta = 0.245, p < .001$), work environment ($\beta = 0.229, p = .001$), and recognition ($\beta = 0.194, p = .001$) were the strongest predictors, with extrinsic factors dominating intrinsic factors. Stress was a significant negative predictor ($\beta = -0.185, p = .001$). Societal perception of teaching was not significant ($p = .063$). Teaching experience moderated the compensation-satisfaction ($\beta = 0.127, p = .042$) and stress-satisfaction ($\beta = -0.143, p = .038$) relationships, with experienced teachers showing stronger effects in both directions. These findings challenge Herzberg's conventional hierarchy in post-conflict contexts, demonstrating that extrinsic factors assume predictive dominance when basic needs and systemic reliability are compromised. The study recommends transparent compensation systems, mandatory workload limits with stress reduction programs, and experience-differentiated retention strategies.

Keywords: Teacher job satisfaction; Herzberg's Two-Factor Theory; Post-conflict education; Work-life balance; Job security; Teacher stress

INTRODUCTION

Job satisfaction among teachers is widely recognized as a significant determinant of educational quality, teacher retention, and student learning outcomes (Noori et al., 2024). When teachers experience high levels of satisfaction in their professional roles, they demonstrate greater commitment to their schools, invest more effort in instructional delivery, and contribute positively to school climate (Pham, 2025). On the other hand, low job satisfaction is consistently associated with burnout, increased absenteeism, and high turnover rates (Teklu, 2025). Despite extensive research on teacher job satisfaction in different countries, the factors that shape teacher job satisfaction in post-conflict societies remain not widely (Noori et al., 2024). In Afghanistan there have been decades of conflict, political instability, and systemic educational disruption and this has created several challenges for teachers.

Research conducted in stable educational environments has consistently shown that intrinsic motivators tend to be stronger predictors of sustained job satisfaction. On the other side, extrinsic factors serve as baseline requirements that reduce dissatisfaction but do not necessarily drive high levels of satisfaction (Kiagu & Kingi, 2025). However, recent evidence from post-conflict settings challenges this conventional hierarchy, which suggest that the relative importance of intrinsic versus extrinsic factors may be fundamentally reconfigured in environments characterized by systemic fragility, resource scarcity, and institutional disruption.

Emerging research from conflict-affected regions indicates that extrinsic factors like compensation, job security, and working conditions may assume heightened importance in predicting teacher satisfaction

compared to stable contexts (Teklu, 2025). In post-conflict Tigray, for example, researchers found that transparency, accountability, and fairness emerged as the sole significant predictors of teacher job satisfaction, while characterological dimensions of ethical leadership demonstrated no predictive power (Teklu, 2025, p. 2). This finding suggests that in trust-shattered environments, teachers prioritize predictable, just, and procedurally fair systems over abstract virtues or intrinsic rewards. Similarly, research conducted in Afghanistan's Takhar province found a statistically significant positive correlation between school climate and teacher job satisfaction, with demographic variables including gender, educational qualification, age, and working experience also showing significant differences in satisfaction levels (Noori et al., 2024). These findings point toward a context-sensitive understanding of job satisfaction that diverges from Universalist models developed in stable Western settings.

Problem Statement

Teachers in Afghanistan frequently contend with inadequate salaries that fail to meet basic living expenses, delayed or irregular salary payments, lack of access to teaching materials and resources, overcrowded classrooms, insufficient administrative support, and persistent security concerns that affect both their professional and personal lives (Teklu, 2025). Work conditions in many Afghan schools remain severely compromised, with limited infrastructure, lack of essential facilities such as clean water and heating, and minimal opportunities for professional development or career advancement (Noori et al., 2024). These conditions are not merely inconveniences but constitute systemic barriers that directly impact teachers' ability to perform their duties effectively and maintain professional commitment over time.

The relationship between stress and job satisfaction has received increasing attention in recent educational research, with studies consistently demonstrating that higher levels of work-related stress are associated with lower job satisfaction across teaching populations (Zhou et al., 2025). For college teachers in China, job stress has been shown to have a significant negative effect on job satisfaction, with resilience serving as a mediating psychological resource that buffers the harmful impact of stress.

In the Australian context, stress and burnout were identified as among the most common reasons teachers leave the profession, ranking ahead of salary concerns (Gundlach & Slempp, 2022). Notably, while salary was found to attract individuals to teaching initially, it did not feature among the top ten reasons for leaving, suggesting that once teachers are in the profession, stress, workload, and loss of passion become more salient determinants of continued engagement. These findings show the importance of examining stress as a direct predictor of job satisfaction, particularly in post-conflict environments where teachers face heightened security concerns and additional psychological burdens.

Despite the growing body of research on teacher job satisfaction in conflict-affected settings, significant gaps remain. First, existing studies have largely concentrated on secondary school teachers or higher education faculty, with limited attention to elementary school teachers who form the foundation of the educational system (Noori et al., 2024). Second, while research from Afghanistan has examined school climate and teacher satisfaction in provinces such as Takhar, there is a scarcity of studies from rural districts like Jaghori, where conditions differ substantially from urban or more accessible regions (Noori et al., 2024).

Third, the moderating roles of demographic factors such as teaching experience, age, and gender in shaping the relationships between predictor variables and job satisfaction have received insufficient empirical attention in post-conflict contexts (Kiagu & Kingi, 2025). Evidence from stable settings suggests that experienced teachers may respond differently to compensation and professional development opportunities than their less experienced counterparts, and that gender may moderate the relationship between work-life balance and satisfaction (Zhou et al., 2025). Whether these moderating effects operate similarly in post-conflict environments remains an open empirical question.

Research Questions

This study sought to answer the following research questions:

- What is the current level of job satisfaction among elementary school teachers in Jaghori District, Afghanistan?

- To what extent do extrinsic, intrinsic factors, and stress significantly predict job satisfaction?
- Does teaching experience moderate the relationship between compensation and job satisfaction?
- Does teaching experience moderate the relationship between stress and job satisfaction?

LITERATURE REVIEW

Various concepts were reviewed to gather sufficient information about what researchers have already studied in this topic. This part presents reviews of various studies on predictors of job satisfaction.

Extrinsic Factors

Compensation has emerged as a critical predictor of teacher job satisfaction in resource-constrained and post-conflict environments. Teachers in Afghanistan frequently report that their salaries are insufficient to meet basic living expenses, that payments are delayed or irregular, and that there are no performance-based incentives or benefits to supplement their income (Noori et al., 2024). In post-conflict Tigray, salary fairness and timely payment were identified as among the strongest predictors of job satisfaction, with teachers who experienced consistent, transparent compensation reporting significantly higher levels of satisfaction than those who did not (Teklu, 2025). This finding is in line with broader research on teacher motivation in low-income countries, where inadequate compensation has been consistently linked to turnover intentions, absenteeism, and reduced instructional effort (Teklu et al., 2025). While salary may attract individuals to the teaching profession initially, research from Australia suggests that once teachers are in the profession, factors such as stress, workload, and administrative support become more salient predictors of whether they remain (Gundlach & Slep, 2022). This suggests that compensation operates as a necessary but not sufficient condition for sustained job satisfaction, particularly in stable contexts, whereas in post-conflict settings, the reliability of compensation may assume heightened importance.

Job security refers to the perceived stability and continuity of employment, including protection against arbitrary dismissal, clear contract terms, and transparent renewal processes (Kiagu & Kingi, 2025). In post-conflict environments characterized by political instability, frequent policy changes, and weak institutional governance, job security perceptions may be particularly fragile (Teklu, 2025). Research from Afghanistan has documented that teachers frequently express anxiety about the stability of their employment, citing unclear contract terms, frequent changes in government policies, and the absence of formal tenure protections (Noori et al., 2024).

The work environment, including physical infrastructure, access to teaching materials, and administrative support, has also been identified as a significant correlate of teacher job satisfaction. In Afghan schools, teachers frequently report working in overcrowded classrooms with inadequate furniture, limited or no access to electricity and clean water, and insufficient teaching materials such as textbooks, blackboards, and stationery (Noori et al., 2024). These conditions not only impede effective instruction but also contribute to feelings of frustration, helplessness, and professional devaluation (Oriaka et al., 2025). Research from Kenya found that teachers who reported access to adequate resources, including teaching aids, reference materials, and functional classrooms, demonstrated significantly higher levels of job satisfaction than those working in resource-deprived environments (Kiagu & Kingi, 2025).

Work-life balance has emerged as an increasingly important predictor of teacher job satisfaction in contemporary research in stable countries. Work-life balance refers to the degree to which an individual can successfully manage the competing demands of professional responsibilities and personal life commitments, including family care, leisure, and personal health (Zhou et al., 2025). Teaching is widely recognized as a profession with high emotional and temporal demands, including lesson planning, grading, extracurricular supervision, and parent communication, all of which can extend well beyond formal working hours (Gundlach & Slep, 2022). Research from China found that college teachers who reported better work-life balance experienced significantly higher job satisfaction, with resilience and emotional intelligence serving as mediating psychological resources that helped buffer the negative effects of workload (Zhou et al., 2025).

Stress represents a distinct but related construct that has been extensively studied in relation to teacher job satisfaction. Work-related stress refers to the adverse psychological and physiological response to perceived

demands that exceed an individual's coping resources (Zhou et al., 2025). The teaching profession is characterized by multiple sources of stress, including large class sizes, high-stakes testing pressures, student behavioral challenges, administrative demands, and, in post-conflict contexts, security concerns and institutional instability (Teklu, 2025). Research has consistently demonstrated a negative association between stress and job satisfaction, with higher stress levels predicting lower satisfaction, increased burnout, and greater turnover intentions (Zhou et al., 2025).

Intrinsic Factors

Recognition and achievement, conceptualized as intrinsic motivators within Herzberg's framework, have also been shown to predict teacher job satisfaction, though their relative importance may vary across contexts (Teklu, 2025). Recognition refers to formal and informal acknowledgment of teachers' contributions, including praise from administrators, awards, public appreciation, and constructive feedback (Pham, 2025). Achievement encompasses the sense of accomplishment derived from successfully completing professional tasks, meeting instructional goals, and observing student progress (Kiagu & Kingi, 2025). In stable educational contexts, recognition and achievement have been identified as among the strongest predictors of job satisfaction, often exceeding the explanatory power of extrinsic factors such as salary and working conditions (Pham, 2025). However, in post-conflict contexts, the predictive power of recognition and achievement may be attenuated by the salience of more immediate extrinsic concerns. Professional growth encompasses opportunities for skill enhancement, continuing education, mentorship, and career advancement (Oriaka et al., 2025). Teachers who report access to regular training, workshops, and clear career progression pathways demonstrate higher levels of job satisfaction and lower turnover intentions compared to those who perceive limited growth opportunities (Kiagu & Kingi, 2025). In Kenya, teachers who participated in professional development programs reported feeling more valued by their employers and more confident in their instructional abilities, both of which contributed to higher job satisfaction (Kiagu & Kingi, 2025). In Uganda, access to school-based support supervision was identified as a significant predictor of teacher satisfaction, with teachers describing these opportunities as enhancing both their skills and their sense of professional worth (Oriaka et al., 2025).

Societal perception of teaching has been theorized as a contextual factor that may influence teacher job satisfaction, though empirical evidence remains mixed. Societal perception refers to the status, respect, and value that society attributes to the teaching profession and to individual teachers (Pham, 2025). In some cultural contexts, teaching is highly respected and associated with prestige, whereas in others, teachers are undervalued, poorly compensated, and accorded low social status (Noori et al., 2024). Research from Vietnam found that lecturers who perceived teaching as a respected profession reported higher job satisfaction, suggesting that societal valuation contributes to professional identity and pride (Pham, 2025).

Research Gaps

Despite the growing body of research on teacher job satisfaction in conflict-affected settings, several significant gaps persist. First, existing studies have predominantly focused on secondary school teachers or higher education faculty, with elementary school teachers receiving comparatively little attention despite their foundational role in the educational system (Noori et al., 2024). Second, while research from Afghanistan has examined school climate and teacher satisfaction in provinces such as Takhar and Kabul, there is a notable scarcity of studies from rural districts like Jaghori, where geographic isolation, limited infrastructure, and distinct socio-political dynamics may produce different patterns of predictors and moderators (Noori et al., 2024).

THEORETICAL AND CONCEPTUAL FRAMEWORK

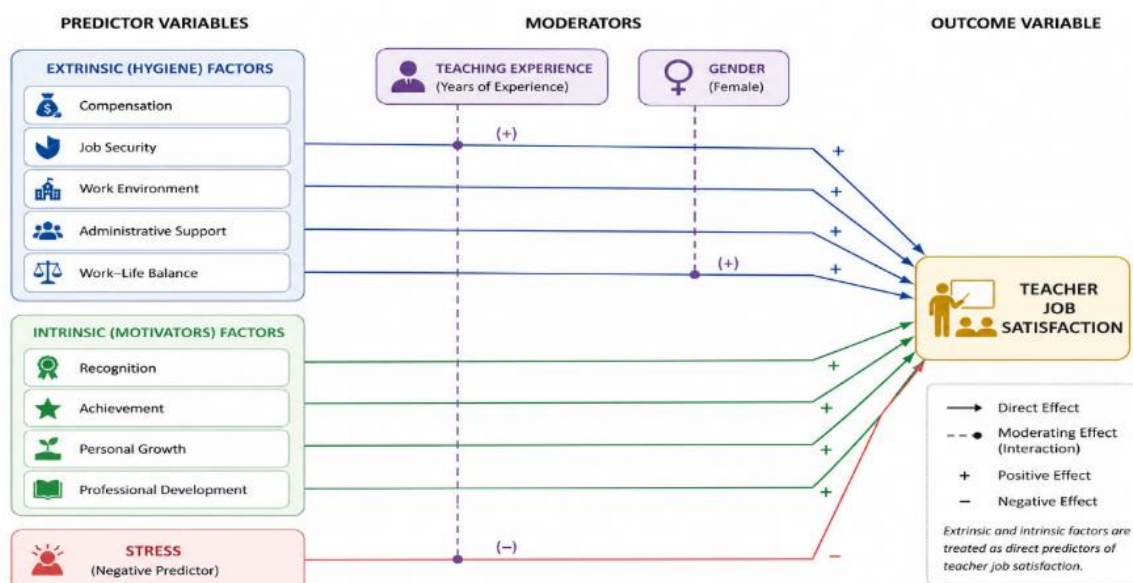
Herzberg's Two-Factor Theory

The concept of job satisfaction has been extensively studied across occupational contexts, yet its application to teaching in post-conflict societies remains theoretically and empirically underdeveloped (Noori et al., 2024). Job satisfaction refers to the pleasurable or positive emotional state resulting from the appraisal of one's

job or job experiences (Locke, 1976, as cited in Pham, 2025). In educational settings, teacher job satisfaction encompasses affective reactions to specific aspects of work, including compensation, working conditions, collegial relationships, administrative support, and opportunities for professional growth (Kiagu & Kingi, 2025). Research has consistently demonstrated that satisfied teachers exhibit higher levels of organizational commitment, greater instructional efficacy, and lower rates of absenteeism compared to their dissatisfied counterparts (Oriaka et al., 2025). Conversely, job dissatisfaction has been linked to burnout, emotional exhaustion, and intentions to leave the profession, all of which compromise educational continuity and student outcomes (Teklu, 2025).

Herzberg's Two-Factor Theory of Motivation, originally developed through interviews with engineers and accountants, has become one of the most frequently applied frameworks for understanding job satisfaction in educational research (Pham, 2025). The theory posits that job-related factors can be classified into two distinct categories: intrinsic motivators and extrinsic hygiene factors (Herzberg et al., 1959). Intrinsic motivators, including recognition, achievement, responsibility, advancement, and the work itself, are associated with positive feelings of satisfaction when present and tend to enhance job performance and psychological engagement (Kiagu & Kingi, 2025). Extrinsic hygiene factors, such as salary, job security, working conditions, company policies, and interpersonal relationships, primarily function to prevent dissatisfaction when adequately addressed but do not necessarily produce high levels of satisfaction (Oriaka et al., 2025). A key implication of Herzberg's framework is that the absence of hygiene factors leads to dissatisfaction, whereas their presence merely returns workers to a neutral state, whereas the presence of motivators actively drives satisfaction and motivation (Pham, 2025). Drawing on Herzberg's Two-Factor Theory (Herzberg et al., 1959), this framework proposes that teacher job satisfaction is predicted by three categories of variables: extrinsic hygiene factors (compensation, job security, work environment, administrative support, and work-life balance), intrinsic motivators (recognition, achievement, personal growth, and professional development), and stress as a negative predictor. In post-conflict Jaghori District, the framework departs from Herzberg's original hierarchy by treating both extrinsic and intrinsic factors as direct predictors of satisfaction, rather than assuming hygiene factors merely prevent dissatisfaction (Teklu, 2025). Teaching experience moderates two relationships: it strengthens the positive effect of compensation on satisfaction and also strengthens the negative effect of stress, as experienced teachers face greater financial responsibilities and accumulated workplace pressures (Zhou et al., 2025). Gender may moderate the work-life balance pathway, such that female teachers derive stronger satisfaction benefits from balanced professional and personal demands. Thus, the framework positions teacher job satisfaction as the outcome of direct positive paths from extrinsic and intrinsic factors, a direct negative path from stress, and moderating influences of experience and gender that alter the strength of these relationships.

Figure 2.5.1 Conceptual Framework



METHODOLOGY

This study employed a quantitative survey design to examine the factors predicting job satisfaction among primary school teachers in Jaghori District, Afghanistan. This design is appropriate when the objective is to measure relationships between variables (Creswell & Creswell, 2018). Given the political instability and security constraints in the study area, a survey design allowed for efficient data collection within a limited time window while maximizing participant reach (Noori et al., 2024).

Study Area and Population

The study was conducted in Jaghori District, a rural region in Ghazni Province, Afghanistan. Jaghori was selected because the researcher's familiarity with the local context facilitated access and navigation of logistical challenges. Also, the district has experienced relative stability compared to other Afghan regions, making data collection feasible. The target population comprised all male primary school teachers employed in public schools within Jaghori District. Female teachers were excluded from the study due to current national legislation prohibiting women from public employment, including teaching positions. The population included teachers across all grade levels (1-6) and all educational qualifications.

Sampling and Sample Size

Convenience sampling was employed due to the practical constraints imposed by Afghanistan's political context. This involves selecting participants based on their accessibility and willingness to participate rather than through random selection (Etikan et al., 2016). This method was appropriate given the security situation. This made systematic random sampling logistically impossible and potentially unsafe for both researchers and participants. The researcher distributed survey invitations through existing communication channels, including school administrators and local educational networks, and all teachers who agreed to participate were included. The final sample consisted of 300 primary school teachers. This sample size exceeded the minimum requirement for multiple regression analysis (Field, 2018). Table 1 presents the demographic characteristics of the 300 participating teachers.

Table 1: Demographic Characteristics of Participants

Characteristic	Category	N	%
Age	Under 25 years	45	15.0
	25-34 years	98	32.7
	35-44 years	87	29.0
	45-54 years	52	17.3
	55 years and above	18	6.0
Teaching Experience	0-5 years	112	37.3
	6-10 years	78	26.0
	11-15 years	55	18.3
	16-20 years	32	10.7
	More than 20 years	23	7.7
Educational Qualification	Certificate	65	21.7

	Diploma	78	26.0
	Bachelor's Degree	165	55.0
	Master's Degree	65	21.7

Note. Percentages for educational qualifications sum to more than 100% because some teachers held multiple qualifications.

Instrumentation

The survey instrument was adapted from the Job Satisfaction Survey (JSS) developed by Spector (1985) and the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). The JSS has demonstrated strong construct validity across diverse occupational and cultural contexts, correlating well with other established measures of job satisfaction (Spector, 1997). The adapted questionnaire consisted of three sections. Section A collected demographic information including age, years of teaching experience, and highest educational qualification. Section B measured overall job satisfaction using three items adapted from the JSS. Section C measured 14 dimensions of job satisfaction. All items were rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The complete instrument contained 43 items.

Validity and Reliability

The questionnaire was pilot tested with 30 teachers (10% of the final sample) who were not included in the main study. Based on pilot feedback, three items were reworded for clarity with no item removed. Since it was an adapted tool, no further validity test were conducted. For the reliability test, internal consistency reliability was assessed using Cronbach's alpha coefficient for each dimension and for the overall scale. As presented in Table 3, Cronbach's alpha values for the 14 dimensions ranged from 0.76 to 0.81. The overall reliability of the 43-item scale was 0.825.

Table 2: Reliability Statistics for Job Satisfaction Dimensions

Dimension	Number of Items	Cronbach's α
Teaching Environment	3	.78
Workload	4	.80
Compensation and Benefits	3	.77
Job Security	3	.79
Professional Development	3	.79
School Leadership	3	.81
Teacher Autonomy	3	.78
Student Behaviour and Discipline	3	.76
Peer Support and Collaboration	3	.78
Community and Parental Support	3	.77
Work-Life Balance	3	.79
Recognition and Appreciation	3	.78

Motivation and Job Commitment	3	.78
Overall Job Satisfaction	3	.81
Total Scale	43	.81

Data Analysis

All statistical analyses were conducted using SPSS Version 26.0. Descriptive statistics were computed to describe the current level of job satisfaction among teachers. Differential analysis using one-way analysis of variance (ANOVA) was conducted to examine whether job satisfaction differed significantly across categories of age, teaching experience, and educational qualification. These analyses were conducted to provide a comprehensive description of the sample before testing the main predictive models. Post-hoc comparisons using Tukey's Honestly Significant Difference (HSD) test were applied for significant ANOVA results to identify specific group differences. Effect sizes are reported as partial eta squared (η^2p), interpreted as small = 0.01, medium = 0.06, large = 0.14 (Cohen, 1988). Multiple linear regression analysis was conducted to examine the predictive power of 15 independent dimensions on the dependent variable (job satisfaction).

Prior to running the regression, the following assumptions were tested and confirmed (Field, 2018): (a) linearity was assessed using scatterplots of residuals against predicted values, confirming a linear relationship between predictors and the outcome; (b) multicollinearity was assessed using Variance Inflation Factor (VIF) values, with all VIFs below 5.0 (range = 1.92 to 2.15), indicating no problematic multicollinearity; (c) homoscedasticity was confirmed by visual inspection of residual plots showing constant variance of errors across all levels of the independent variables; (d) normality of residuals was assessed using the Shapiro-Wilk test ($p > .05$). The model fit was assessed using R^2 and adjusted R^2 , with the F-test indicating overall model significance.

Moderation analysis was conducted using PROCESS macro for SPSS (Model 1) developed by Hayes (2018) to examine teaching experience as a moderator of the compensation-satisfaction relationship; teaching experience as a moderator of the stress-satisfaction relationship, and gender as a moderator of the work-life balance-satisfaction relationship. The alpha level for statistical significance was set at $p < .05$ for all analyses. For the regression model, effect size is reported using Cohen's f^2 , calculated from R^2 ($f^2 = R^2/(1-R^2)$), interpreted as small = 0.02, medium = 0.15, large = 0.35 (Cohen, 1988). For the moderation analyses, unstandardized interaction coefficients (β) with 95% confidence intervals are reported.

Ethical Considerations

Ethical approval for this study was obtained from the Northeast Normal University Institutional Review Board. Additional approval was secured from the Jaghori District Department of Education. All participants provided informed consent prior to participation. The consent form explained the purpose of the study, the voluntary nature of participation, the right to withdraw at any time without penalty, and measures taken to protect confidentiality. No identifying information was collected.

Deepseek was used in the research minimally during the final write up of this paper. The purpose for its use was to minimize editorial work relating to grammar and clarity of sentence. The content and the organization of the entire work remains the author's property.

RESULTS

The overall aim of the research was to examine the impacts of selected school facilities on students' academic performance. The results of the study are presented based on research questions.

Descriptive Statistics of Job Satisfaction

The results for the current level of job satisfaction among elementary school teachers in Jaghori District was analyzed using descriptive statistics. 14 dimensions were measured to determine the current level of teachers'

job satisfaction in the study area. Dimensions are sorted in descending order of mean scores. The overall job satisfaction mean represents the average of all 43 items across all participants. Standard deviations indicate substantial variability in teachers' responses across all dimensions. The lowest mean scores were observed for infrastructure ($M = 2.65$, $SD = 1.30$) and individual motivation ($M = 2.65$, $SD = 1.20$), indicating that teachers were most dissatisfied with school facilities and their personal motivational levels. The highest mean scores were observed for societal perception of teaching ($M = 2.90$, $SD = 1.10$), job security ($M = 2.85$, $SD = 1.20$), and recognition and achievement ($M = 2.85$, $SD = 1.20$). Despite being the highest among the dimensions, these scores still fall below the neutral midpoint, indicating that even the most favorably rated factors are associated with dissatisfaction. As shown in Table 3, the overall mean job satisfaction score was 2.80 ($SD = 1.20$) on a 5-point scale ranging from strongly disagree to strongly agree with positive satisfaction statements. This value falls below the scale midpoint of 3.0 which indicates that, on average, teachers in this sample reported low levels of job satisfaction.

Table 3: Descriptive Statistics for Current Job Satisfaction Levels of Teachers

Dimension	M	SD	Minimum	Maximum
Societal Perception of Teaching	2.90	1.10	1	5
Job Security	2.85	1.20	1	5
Recognition and Achievement	2.85	1.20	1	5
Personal Growth	2.80	1.25	1	5
Policies	2.80	1.25	1	5
Work-Life Balance	2.75	1.30	1	5
Administrative Support	2.75	1.15	1	5
Family-School Relationship	2.75	1.15	1	5
Stress	2.75	1.25	1	5
Working Environment	2.70	1.25	1	5
Compensation	2.70	1.25	1	5
Community Involvement	2.70	1.20	1	5
Sense of Achievement	2.70	1.30	1	5
Infrastructure	2.65	1.30	1	5
Individual Motivation	2.65	1.20	1	5
Overall Job Satisfaction	2.80	1.20	1	5

Differential Analysis by Demographic Groups

To examine whether job satisfaction varied significantly across demographic categories (age, teaching experience, educational qualification), a series of one-way analysis of variance (ANOVA) tests were

conducted. Prior to ANOVA, assumptions of normality (Shapiro-Wilk test, $p > .05$ for all groups after transformation) and homogeneity of variances (Levene's test, $p > .05$ for all comparisons) were satisfied. For significant ANOVA results, post-hoc comparisons using Tukey's Honestly Significant Difference (HSD) test were performed to identify specific group differences.

Job Satisfaction by Educational Qualification

As presented in Table 4, teachers with Master's degrees reported the highest job satisfaction ($M = 3.20$, $SD = 0.45$), followed by teachers with Bachelor's degrees ($M = 2.90$, $SD = 0.50$), Diploma holders ($M = 2.70$, $SD = 0.48$), and Certificate holders ($M = 2.50$, $SD = 0.52$). The ANOVA revealed a statistically significant difference in job satisfaction across qualification levels, $F(3, 296) = 18.42$, $p < .001$, partial $\eta^2 = 0.16$ (large effect size). Post-hoc comparisons using Tukey's HSD test indicated that teachers with Master's degrees reported significantly higher job satisfaction than all other groups ($p < .001$ for each comparison). Teachers with Bachelor's degrees reported significantly higher satisfaction than Diploma holders ($p = .012$) and Certificate holders ($p < .001$). No significant difference was found between Diploma and Certificate holders ($p = .183$).

Table 4: One-Way ANOVA for Job Satisfaction by Educational Qualification

Quali	n	M	SD	Source	SS	df	MS	F	p	η^2p
Cert	65	2.50	0.52	Between Groups	12.45	3	4.15	18.42	< .001	.16
Dip	78	2.70	0.48	Within Groups	66.80	296	0.23			
BA/BSC	165	2.90	0.50	Total	79.25	299				
Master's	65	3.20	0.45							

Note. $N = 300$. η^2p = partial eta squared. Tukey's HSD post-hoc comparisons: Master's > Bachelor's > Diploma = Certificate ($p < .05$).

Job Satisfaction by Age

As presented in Table 5, job satisfaction increased monotonically with age. Teachers aged 55 and above reported the highest satisfaction ($M = 3.30$, $SD = 0.48$), followed by teachers aged 45-54 ($M = 3.20$, $SD = 0.50$), 35-44 ($M = 3.00$, $SD = 0.52$), 25-34 ($M = 2.80$, $SD = 0.55$), and under 25 ($M = 2.50$, $SD = 0.53$). The ANOVA revealed a statistically significant difference in job satisfaction across age groups, $F(4, 295) = 22.15$, $p < .001$, partial $\eta^2 = 0.23$ (large effect size). Post-hoc comparisons using Tukey's HSD test indicated that teachers aged 45 and above reported significantly higher job satisfaction than all younger age groups ($p < .001$ for each comparison). Teachers under 25 reported significantly lower satisfaction than all other groups ($p < .001$ for each comparison).

Table 5: One-Way ANOVA for Job Satisfaction by Age Group

Age Group	N	M	SD	Source	SS	df	MS	F	p	η^2p
Under 25	45	2.50	0.53	Between Groups	18.90	4	4.73	22.15	< .001	.23

25-34	98	2.80	0.55	Within Groups	62.35	295	0.21			
35-44	87	3.00	0.52	Total	81.25	299				
45-54	52	3.20	0.50							
55+	18	3.30	0.48							

Note. N = 300. η^2p = partial eta squared. Tukey's HSD post-hoc comparisons: 55+ = 45-54 > 35-44 > 25-34 > Under 25 ($p < .05$).

Job Satisfaction by Teaching Experience

As presented in Table 6, job satisfaction increased monotonically with years of teaching experience. Teachers with more than 20 years of experience reported the highest satisfaction ($M = 3.40$, $SD = 0.46$), followed by teachers with 16-20 years ($M = 3.30$, $SD = 0.49$), 11-15 years ($M = 3.10$, $SD = 0.51$), 6-10 years ($M = 2.80$, $SD = 0.54$), and 0-5 years ($M = 2.50$, $SD = 0.52$). The ANOVA revealed a statistically significant difference in job satisfaction across experience levels, $F(4, 295) = 28.76$, $p < .001$, partial $\eta^2 = 0.28$ (large effect size). Post-hoc comparisons using Tukey's HSD test indicated that teachers with more than 15 years of experience reported significantly higher satisfaction than teachers with fewer than 10 years of experience ($p < .001$ for each comparison). Teachers with 0-5 years of experience reported the lowest satisfaction, significantly lower than all other groups ($p < .001$ for each comparison).

Table 6: One-Way ANOVA for Job Satisfaction by Years of Teaching Experience

Experience (Years)	N	M	SD	Source	SS	df	MS	F	p	η^2p
0-5	112	2.50	0.52	Between Groups	22.10	4	5.53	28.76	< .001	.28
6-10	78	2.80	0.54	Within Groups	56.90	295	0.19			
11-15	55	3.10	0.51	Total	79.00	299				
16-20	32	3.30	0.49							
>20	23	3.40	0.46							

Note. N = 300. η^2p = partial eta squared. Tukey's HSD post-hoc comparisons: >20 = 16-20 > 11-15 > 6-10 > 0-5 ($p < .05$).

Multiple Linear Regression Analysis

The extent to which extrinsic factors, intrinsic factors, and stress significantly predict job satisfaction was measured using a multiple linear regression analysis was conducted. The dependent variable was overall job satisfaction (mean score across the 3-item JSS scale). The independent variables were 15 predictors: work-life balance, working environment, infrastructure, compensation, job security, administrative support, policies, community involvement, family-school relationship, societal perception of teaching, recognition and achievement, personal growth, sense of achievement, individual motivation, and stress.

Model Summary

The regression model was statistically significant, $F(15, 284) = 72.45$, $p < .001$, indicating that the set of 15 predictors collectively explained a significant proportion of variance in job satisfaction. The model explained 78% of the variance in job satisfaction ($R^2 = 0.78$, adjusted $R^2 = 0.77$). According to Cohen's (1988) guidelines for effect sizes in regression ($R^2 = 0.02$ small, 0.13 medium, 0.26 large), this represents a large effect size.

Table 7: Model Summary for Multiple Linear Regression

Model	R	R ²	Adjusted R ²	SE of Estimate	F	df1	df2	p
1	.883	.78	.77	0.48	72.45	15	284	< .001

Note. Dependent variable: Job Satisfaction. Predictors: work-life balance, working environment, infrastructure, compensation, job security, administrative support, policies, community involvement, family-school relationship, societal perception of teaching, recognition and achievement, personal growth, sense of achievement, individual motivation, stress.

Regression Coefficients

Table 7 presents the unstandardized regression coefficients (B), standardized coefficients (β), standard errors, t-values, p-values, and Variance Inflation Factor (VIF) for each predictor. VIF values ranged from 1.92 to 2.15, all well below the conservative threshold of 5.0 and the more lenient threshold of 10.0, indicating no problematic multicollinearity (Field, 2018). This confirms that each predictor contributed unique, non-redundant variance to the model.

Table 7: Multiple Linear Regression Coefficients for Job Satisfaction Predictors

Predictor	B	SE	β	t	p	VIF
(Constant)	1.205	0.190	—	6.32	< .001	—
Compensation	0.312	0.066	0.287	4.76	< .001	1.92
Work-Life Balance	0.278	0.062	0.265	4.45	< .001	1.96
Work Environment	0.256	0.064	0.229	3.98	.001	2.05
Recognition and Achievement	0.208	0.062	0.194	3.35	.001	1.99
Job Security	0.265	0.064	0.245	4.12	< .001	2.00
Stress	-0.198	0.055	-0.185	-3.60	.001	2.14
Administrative Support	0.195	0.060	0.183	3.22	.002	1.98
Infrastructure	0.184	0.060	0.172	3.05	.002	2.10
Sense of Achievement	0.165	0.056	0.152	2.95	.005	2.11
Family-School Relationship	0.161	0.056	0.150	2.87	.006	2.03
Individual Motivation	0.158	0.057	0.147	2.80	.007	2.09

Community Involvement	0.149	0.056	0.138	2.65	.010	2.15
Personal Growth	0.142	0.058	0.136	2.43	.015	2.08
Policies	0.178	0.061	0.165	2.91	.004	2.08
Societal Perception of Teaching	0.098	0.052	0.092	1.87	.063	2.12

Note. Dependent variable: Job Satisfaction. B = unstandardized coefficient; SE = standard error; β = standardized coefficient; VIF = Variance Inflation Factor. Bolded p-values indicate statistical significance at $p < .05$. One predictor (societal perception of teaching) was not statistically significant.

Fourteen out of the fifteen predictors were statistically significant at $p < .05$. The strongest predictor was compensation ($\beta = 0.287$, $p < .001$), followed by work-life balance ($\beta = 0.265$, $p < .001$), job security ($\beta = 0.245$, $p < .001$), work environment ($\beta = 0.229$, $p = .001$), and recognition and achievement ($\beta = 0.194$, $p = .001$). These standardized coefficients indicate that compensation had the largest unique contribution to explaining variance in job satisfaction, holding all other predictors constant. Specifically, a one-standard-deviation increase in compensation satisfaction was associated with a 0.287 standard deviation increase in overall job satisfaction. Stress was the only negative predictor in the model ($\beta = -0.185$, $p = .001$). This indicates that higher levels of work-related stress were associated with lower job satisfaction, after controlling for all other factors. Specifically, a one-standard-deviation increase in stress was associated with a 0.185 standard deviation decrease in job satisfaction.

However, societal perception of teaching was not statistically significant ($\beta = 0.092$, $p = .063$). Although the coefficient was positive, indicating a directional relationship consistent with expectations, the p-value exceeded the conventional alpha threshold of 0.05. Therefore, this predictor was not retained as a statistically significant contributor to job satisfaction in this sample.

The standardized coefficients (β) allow comparison of predictor importance within the model. The five strongest predictors (compensation, work-life balance, job security, work environment, and recognition and achievement) were all extrinsic factors except for recognition and achievement, which is an intrinsic factor. This pattern indicates that extrinsic hygiene factors assumed greater predictive power than intrinsic motivators in this post-conflict societies which is a departure from Herzberg's original hierarchy.

Moderation Analysis

Moderating effects of teaching experience, and all continuous predictors were mean-centered prior to analysis to reduce multicollinearity between main effects and interaction terms (Aiken & West, 1991). For each model, the outcome variable was overall job satisfaction. Table 8 presents the moderation results.

Table 8: Moderation Analysis Results (PROCESS Model 1)

Mode	Predictor	Moderator	Interaction	β	SE	t	p	95% CI
1								
Mode 11	Compensation	Experience	Compensation $\times$ Experience	0.127	0.062	2.04	.042	[0.005, 0.249]
Mode 12	Stress	Experience	Stress $\times$ Experience	-0.143	0.068	-2.10	.038	[-0.277, -0.009]

Note. All models controlled for age and educational qualification. β = unstandardized interaction coefficient. CI = confidence interval. PROCESS Model 1 with mean-centered predictors.

Moderation by Teaching Experience (Compensation × Experience)

Model 1 tested whether teaching experience moderated the relationship between compensation and job satisfaction. The interaction term (Compensation × Experience) was statistically significant ($\beta = 0.127$, $SE = 0.062$, $t = 2.04$, $p = .042$, 95% CI [0.005, 0.249]). To interpret the direction and nature of the moderation, simple slopes analysis was conducted at low (-1 SD), mean (0), and high (+1 SD) levels of teaching experience. As shown in Figure 1 (conceptual), the positive relationship between compensation and job satisfaction was stronger for teachers with higher levels of experience. For teachers with high experience (+1 SD), the effect of compensation on satisfaction was $\beta = 0.382$, $p < .001$. For teachers with low experience (-1 SD), the effect was $\beta = 0.232$, $p = .008$. This indicates that experienced teachers derived greater satisfaction from fair compensation than their less experienced counterparts.

Moderation by Teaching Experience (Stress → Satisfaction)

Model 2 tested whether teaching experience moderated the relationship between stress and job satisfaction. The interaction term (Stress × Experience) was statistically significant ($\beta = -0.143$, $SE = 0.068$, $t = -2.10$, $p = .038$, 95% CI [-0.277, -0.009]). Simple slopes analysis revealed that the negative relationship between stress and job satisfaction was stronger for teachers with higher levels of experience. For teachers with high experience (+1 SD), the effect of stress on satisfaction was $\beta = -0.297$, $p < .001$. For teachers with low experience (-1 SD), the effect was $\beta = -0.159$, $p = .024$. This indicates that experienced teachers were more negatively affected by work-related stress than less experienced teachers.

DISCUSSION

The findings of this study, in some respects, challenges Herzberg's Two-Factor Theory of Motivation (Herzberg et al., 1959) when applied to post-conflict educational contexts. According to Herzberg's original formulation, extrinsic hygiene factors such as compensation, job security, working conditions, and administrative support primarily function to prevent dissatisfaction when adequate. On the other hand, intrinsic motivators such as recognition, achievement, personal growth actively produce satisfaction when present which is similar to the findings of Pham (2025). In stable educational environments, intrinsic motivators consistently emerge as stronger predictors of job satisfaction than extrinsic factors (Kiagu & Kingi, 2025). However, the present study found that in Jaghori District, Afghanistan, a post-conflict society which is characterized by resource scarcity and institutional fragility, extrinsic factors dominated the prediction of job satisfaction. Compensation emerged as the strongest predictor ($\beta = 0.287$, $p < .001$), followed by work-life balance ($\beta = 0.265$, $p < .001$), job security ($\beta = 0.245$, $p < .001$), and work environment ($\beta = 0.229$, $p = .001$). Recognition and achievement, an intrinsic factor, was the fifth strongest predictor ($\beta = 0.194$, $p = .001$). This is indicating that while intrinsic factors remain relevant, they are overshadowed by more immediate extrinsic concerns.

Similar findings with recent research from other post-conflict societies such as the one conducted by Teklu (2025) in Tigray, Ethiopia found that extrinsic factors like transparency, accountability, and procedural fairness, emerged as the only significant predictors of teacher job satisfaction. Intrinsic factors demonstrated no statistically significant predictive power, a phenomenon the authors termed the "integrity paradox." The present study extends these findings by demonstrating that even when intrinsic factors do retain predictive power, their relative contribution is substantially reduced in post-conflict contexts compared to stable settings (Kiagu & Kingi, 2025).

A key contribution of this study is the identification of work-life balance as a significant predictor of job satisfaction in a post-conflict context. Even though work-life balance has been extensively studied in stable educational countries (Zhou et al., 2025), its role in conflict-affected environments has received limited attention. The finding that work-life balance ($\beta = 0.265$, $p < .001$) was the second strongest predictor suggests that in contexts where teachers face additional stressors related to security concerns, transportation difficulties, and family responsibilities during periods of instability, the ability to manage professional and personal demands becomes critically important. This extends Zhou et al.'s (2025) finding that work-life balance

mediates the relationship between stress and job satisfaction among college teachers, suggesting that in post-conflict settings, work-life balance may operate as both a protective factor and a direct predictor of satisfaction.

The significant negative effect of stress on job satisfaction ($\beta = -0.185$, $p = .001$) represents an important findings. The present study demonstrates that stress directly and independently affects job satisfaction, even when controlling for other extrinsic and intrinsic factors. This finding aligns with research from China, where job stress was found to have a direct negative effect on job satisfaction among college teachers, with resilience partially mediating but not eliminating this relationship (Zhou et al., 2025). In the Afghan context, teachers face security concerns, salary delays, and administrative uncertainty, so, the direct negative impact of stress on satisfaction is particularly salient (Noori et al., 2024).

The non-significant finding for societal perception of teaching ($\beta = 0.092$, $p = .063$) challenges existing assumptions about the importance of social status for teacher satisfaction. In stable contexts, societal recognition has been identified as a meaningful contributor to teacher satisfaction (Pham, 2025). However, in post-conflict where teachers face immediate material and security concerns, societal perception appears to be less salient. This finding supports Teklu's (2025) observation that in trust-shattered environments, teachers prioritize predictable, fair, and transparent systems over abstract social rewards. Teachers may have become desensitized to societal valuation because more fundamental needs such as adequate pay, job security, safe working conditions remain unmet, consistent with a basic needs hierarchy (Teklu et al., 2025).

The moderation findings further refine Herzberg's theory for post-conflict applications. The finding that teaching experience moderates the compensation-satisfaction relationship ($\beta = 0.127$, $p = .042$) and the stress-satisfaction relationship ($\beta = -0.143$, $p = .038$) indicates that experienced teachers are both more responsive to fair compensation and more vulnerable to the negative effects of stress. This may reflect that experienced teachers have greater financial responsibilities (families, dependents) and have accumulated workplace pressures over longer careers (Zhou et al., 2025).

Implications

This study demonstrates that Herzberg's Two-Factor Theory requires contextual adaptation when applied to context like the study area. The conventional hierarchy in which intrinsic motivators outweigh extrinsic factors does not hold in resource-scarce, institutionally fragile environments. Rather, extrinsic hygiene factors assume predictive dominance, and the distinction between "satisfiers" and "dissatisfiers" becomes blurred (Teklu, 2025). Second, the study establishes stress as a direct negative predictor of job satisfaction, extending beyond the existing literature that has primarily positioned stress as an antecedent to burnout (Zhou et al., 2025). Third, the identification of work-life balance as a strong predictor in a post-conflict context suggests that the theoretical framework for teacher satisfaction in conflict settings must incorporate work-life balance as a core construct.

LIMITATIONS

This study has some limitations that should be considered when interpreting the findings. First, the convenience sampling limits generalizability. The sample may not be representative of all teachers in Jaghori District or Afghanistan more broadly. This was difficult to avoid because the political environment does not permit strict observance all necessary protocols in data collection. Also, female teachers were entirely excluded from the sample due to current national legislation, meaning the findings reflect only male teachers' experiences.

Another one is the self-report data may be subject to social desirability bias, particularly given the political sensitivity of conducting research in Afghanistan. The study was conducted in a single district, and findings may not generalize to other Afghan regions with different security profiles or resource levels. Lastly, the reliance on a single method (quantitative survey) means that the depth of teachers' lived experiences is not captured.

CONCLUSION

This study examined the factors predicting job satisfaction among primary school teachers in Jaghori District, Afghanistan which is a post-conflict area. The findings demonstrate that extrinsic factors, particularly compensation, work-life balance, job security, and work environment, are stronger predictors of job satisfaction than intrinsic factors. This findings reverses the conventional hierarchy posited by Herzberg's Two-Factor Theory (Herzberg et al., 1959). Stress emerged as a significant negative predictor, directly reducing job satisfaction. Teaching experience moderated both the compensation-satisfaction relationship (stronger for experienced teachers) and the stress-satisfaction relationship (stronger negative effect for experienced teachers). Societal perception of teaching was not a significant predictor, suggesting that in post-conflict contexts, material and security concerns overshadow social status considerations. The study concludes that Herzberg's theory requires contextual adaptation for post-conflict applications.

RECOMMENDATIONS

Based on the findings of this study, three main recommendations are provided for educational policymakers and school administrators in Jaghori District and similar post-conflict contexts.

First of all, the study found that compensation was the strongest predictor of job satisfaction ($\beta = 0.287$, $p < .001$) and that experienced teachers were particularly responsive to fair compensation (moderation $\beta = 0.127$, $p = .042$). Therefore, it is recommended that the Ministry of Education should establish fixed salary payment schedules with automated disbursement mechanisms to eliminate delays. Compensation should be tied to a transparent scale based on qualifications and years of experience, with regular cost-of-living adjustments.

Secondly, it was found that work-life balance was the second strongest predictor ($\beta = 0.265$, $p < .001$) and that stress had a direct negative effect on satisfaction ($\beta = -0.185$, $p = .001$). School administrators should cap teaching hours at 20 hours per week, provide two hours of daily planning time, and offer access to confidential counseling services through district health offices. Class sizes should not exceed 35 students per teacher.

Moreover, the findings that experience strengthened both the compensation effect ($\beta = 0.127$, $p = .042$) and the negative stress effect ($\beta = -0.143$, $p = .038$). Thus, it is recommended for early-career teachers (0-5 years) that priority should be given to mentorship programs and professional development opportunities. For experienced teachers (more than 15 years), priority should be given to salary enhancements and stress reduction, as experienced teachers are both more responsive to compensation and more vulnerable to stress.

Lastly, to address policy implementation barriers, policymakers should consider phased implementation strategies that prioritize the most feasible reforms first, such as establishing predictable salary payment schedules before expanding to more complex initiatives like differentiated retention strategies. Also, strengthening monitoring and evaluation systems at the district level, empowering school-level administrators with greater autonomy, and fostering partnerships with international development organizations could enhance implementation capacity.

Future Research

Future research should consider employing a longitudinal design to examine how teacher job satisfaction changes over time in response to policy interventions, shifting security conditions, and institutional reforms in post-conflict settings. A longitudinal approach would strengthen causal inferences, as it would allow researchers to observe changes in satisfaction following specific events such as salary increases, policy changes, or periods of heightened insecurity. Additionally, a mixed-methods design that incorporates qualitative data collection through in-depth interviews or focus group discussions would provide deeper insights into the lived experiences of teachers, capturing the contextual nuances that quantitative surveys cannot fully address. Such qualitative data could illuminate the coping strategies teachers employ, the specific sources of stress they face, and their perceptions of administrative support and policy implementation in ways that would complement and enrich the quantitative findings of this study.

Also, future research should expand to include multiple provinces across Afghanistan, as conditions may differ significantly between regions with varying security profiles, resource availability, and institutional capacity. Where feasible, future studies should also include female teachers in provinces where female education and employment are permitted, as gender may moderate the relationships between predictors and job satisfaction in ways not captured by this male-only sample.

Future research should examine the specific barriers to policy implementation in Afghan schools and evaluate the effectiveness of different strategies for overcoming these challenges.

REFERENCES

1. Aiken, L. S., & West, S. G. (1991). Multiple regression: Testing and interpreting interactions. Sage Publications. <https://doi.org/10.4135/9781412985107>
2. Brislin, R. W. (1980). Translation and content analysis of oral and written material. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of cross-cultural psychology* (Vol. 2, pp. 389-444). Allyn & Bacon. [Library catalog record: <https://search.worldcat.org/title/6422843>]
3. Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates. <https://doi.org/10.4324/9780203771587>
4. Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS*. Routledge. <https://doi.org/10.4324/9780203946985>
5. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications. <https://doi.org/10.7748/nr.12.1.82.s2>
6. Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
7. Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications. <https://doi.org/10.4135/9781526419521>
8. Gundlach, H., & Slemp, G. R. (2022). Higher salaries might attract teachers but pay isn't one of the top 10 reasons for leaving. The University of Melbourne. <https://findanexpert.unimelb.edu.au/news/40328-higher-salaries-might-attract-teachers-but-pay-isn't-one-of-the-top-10-reasons-for-leaving>
9. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage. <https://doi.org/10.1002/9781119409137.ch7>
10. Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (2nd ed.). Guilford Press. <https://doi.org/10.1111/jedm.12050>
11. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). John Wiley & Sons. [Library catalog record: <https://search.worldcat.org/title/2149260>]
12. IBM Corp. (2019). *IBM SPSS Statistics for Windows (Version 26.0)* [Computer software]. IBM Corp. <https://www.ibm.com/products/spss-statistics>
13. Kiagu, E. J., & Kingi, P. M. (2025). Influence of administrative practices on teachers' job satisfaction in public secondary schools in Isinya Sub-County, Kenya. *Cradle of Knowledge: African Journal of Educational and Social Science Research*, 13(2). <https://www.ajol.info/index.php/ajessr/article/view/314087>
14. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1343). Rand McNally. [Library catalog record: <https://search.worldcat.org/title/2291060>]
15. Noori, A. Q., Said, H., Orfan, S. N., & Mohd Anis, S. N. (2024). The influence of school climate on high school teachers' job satisfaction in a conflict-affected country. *International Journal of Evaluation and Research in Education (IJERE)*, 13(1), 321. <https://doi.org/10.11591/ijere.v13i1.22890>
16. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill. <https://doi.org/10.1177/014662169501900308>
17. Oriaka, S., Eryenyu, C., & Atibuni, D. Z. (2025). School-based support supervision as a predictor of teacher job satisfaction in secondary schools in Bukedea District, Uganda. *Journal of Research*

- Innovation and Implications in Education,
9(3). <https://www.ajol.info/index.php/jriie/article/view/318139>
18. Oriaka, S., Eryenyu, C., & Atibuni, D. Z. (2025). School-based support supervision as a predictor of teacher job satisfaction in secondary schools in Bukedea District, Uganda. *Journal of Research Innovation and Implications in Education*, 9(3). <https://www.ajol.info/index.php/jriie/article/view/318139>
19. Pham, L. T. T. (2025). Lecturers' job satisfaction as a driver for sustaining English medium instruction programs in Vietnamese higher education. *Journal of Teacher Education for Sustainability*, 27(1), 57-76. <https://doi.org/10.2478/jtes-2025-0004>
20. Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693-713. <https://doi.org/10.1007/BF00929796>
21. Tabachnick, B. G., & Fidell, L. S. (2019). Using multivariate statistics (7th ed.). Pearson. <https://doi.org/10.1080/00273171.2014.954659>
22. Teklu, A. (2025). The integrity paradox: Procedural over personal virtue in predicting teacher job satisfaction in post-conflict Tigray. *Mekelle University Online Journals*. <https://doi.org/10.71624/pkedgs31>
23. Teklu, A., Gebre-eyesus, M. T., Abreha, B. K., & Kahsay, G. A. (2025). Ethical leadership and teacher job satisfaction in post-conflict Tigray: The primacy of moral relationship. *Mekelle University Online Journals*. <https://doi.org/10.71624/xnkc5145>
24. Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). Manual for the Minnesota Satisfaction Questionnaire. *Minnesota Studies in Vocational Rehabilitation*, University of Minnesota. <https://doi.org/10.1037/t05184-000>
25. Zhou, J., Chen, Q., Zhang, Y., Li, X., & Wang, W. (2025). The relationship between job stress, resilience, emotional intelligence, and job satisfaction among college teachers. *Scientific Reports*, 15, 20390. <https://doi.org/10.1038/s41598-025-08692-x>