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Abstract

In this study, the direct effect of school climate on teacher job satisfaction and self-efficacy, and the indirect effect of school climate on job satisfaction through the mediation of self-efficacy were examined. The data was collected through a questionnaire from a randomly selected 833 teachers who teach at elementary, middle, and secondary schools in the central region of Eritrea. The data were analyzed using structural equation modeling. The result showed that three of the dimensions of school climate such as collegial support, professional development, and student behavior have a positive and significant direct effect on self-efficacy. Moreover, three dimensions of school climate such as school leadership support, professional development, and student behavior have a positive and significant direct effect on job satisfaction. On the other hand, self-efficacy mediates the effect of professional development, collegial support, and student behavior constructs of school climate on job satisfaction. Although the effects of these dimensions of school climate on job satisfaction through the mediation of self-efficacy are very low, still they seek more attention from the educators and school managers to see the interplay they have among themselves.

Introduction

The most valuable input in the education sector is its teachers, thus retaining and motivating them could be an essential part of its management. Besides, teachers are the most important educational inputs contributing to students learning success (Friedman & Rockoff, 2013; Liu and Phelps, 2019). Although a large amount of research on job satisfaction in organizational behavior has been carried out, teacher job satisfaction in the context of the education sector has getting growing attention (Djily, 2023). The reason for this is the role and contribution of job satisfaction in retaining and motivating effective teachers in the profession (Admiraal & Kiittelsen Roberg, 2023; Madigan & Kim, 2021). To promote quality education for children demands the improvement of teachers' qualifications. In many developing countries the issue of teacher job satisfaction is considered as an important effort to promote teachers' continuity and commitment in the profession.

The pursuit of sustainable development goals has brought the focus of educators towards ensuring the quality of education provided to the millennial generation where technological advancement has been rapidly occurring. In Eritrea in pursuit of the achievement of sustainable development goals, rapid expansion of educational facilities and new schools resulted in a sharp increase in the number of students which in turn created a higher demand for

more quality teachers (Fessehatsion & Peng, 2021). This has led to greater demand for qualified and motivated teachers. However, in Eritrea, the recruitment of undertrained and less-educated teachers has affected the status and motivation of teachers. Besides, according to the basic educational indicators report of 2021/22 (MOE 2023), out of the total 3,738 teachers at secondary schools, about 3,217 (86.1%) had a Bachelor's Degree and Above level of educational qualifications. The fact that the majority of these teachers are graduates of other colleges than the college of education is also another factor that necessitates the effort to study job satisfaction.

The effectiveness and performance of a school are dependent on the actions of teachers- how they accomplish their job towards attaining a certain objective. The teacher should be satisfied with his/her work to carry out his tasks and roles in the school successfully. Job satisfaction enhances teachers' performance and reduces their turnover (Skaalvik & Skaalvik, 2014). It has been indicated that job satisfaction is an inside reaction against the concept of school climate (Gkolia, Belias & Koustelios, 2014). Teachers can be kept in the profession by successfully ensuring job satisfaction. The effectiveness and performance of teachers tend to increase as their level of satisfaction increases. Previous studies attested that a low level of teachers' satisfaction negatively affects the productivity level of even qualified and skilled teachers (Chamundeswari, 2013). Moreover, teachers' low job satisfaction level is found as a main factor contributing to teachers' burnout (Madigan & Kim, 2021).

Several studies have examined the relationship between different variables and job satisfaction in the school system (Musanze et al., 2014; Safari et al., 2020; Stearn et al., 2014). Numerous studies have reflected that school climate has a profound effect on teachers' job satisfaction and motivation (Malinen &Savolainen, 2016; Skaalvik EM & Skaalvik S., 2011). In this study, the sub-scales of school climate include leadership support, professional development, collegial support, school resources, and student behavior (Harrell et al., 2019; Struyven & Vanthournout, 2014). Another factor that is associated with teacher job satisfaction is teacher self-efficacy (Demir, 2020; Göldag:2020). Canrinus et al., (2012) in their study on secondary school showed that self-efficient teachers are happier in their work compared with their counterparts with low self-efficacy. Several studies have shown that self-efficacy is positively related to job satisfaction (Badri et al., 2013; Katsabtonis, 2019; Rodriguez et al., 2021).

In developing countries such as Eritrea, there is a lack of literature on cross-validation of the school climate, self-efficacy, and job satisfaction using the structural equation model. Therefore, investigating the relationship between school climate, self-efficacy and job satisfaction among school teachers is indispensable. This study focuses on the mediating role of self-efficacy on the effect of school climate on teachers' job satisfaction to contribute to the literature in Sub-Saharan Africa whereby they can understand the affecting variables to achieve educational goals. It can be argued that the result of this research can make a remarkable contribution to the literature review as it uses the Structural Equation Model (SEM), which is a methodological innovation in the context.

Literature Review

Job satisfaction among teachers is a determinant of the effectiveness of the teaching and learning process in the school system (Muguongo,2015). Job satisfaction and its antecedents are important factors for the well-being of

teachers. Recently, there has been an increasing interest and attention given to job satisfaction about the well-being of teachers. It is among the most frequently studied issues in relation to the effectiveness & efficiency of teachers across the world (Green & Muñoz, 2016; Katz, 2015; Tria, 2023). Although a lot of studies have been conducted internationally, there is a lack of an extensive examination of the mediating role of teachers' self-efficacy on the relationship between school climate and job satisfaction. Particularly in Sub-Saharan Africa, only limited studies were made on the subject. The development of high-quality education cannot be achieved without retaining and motivating the critical resources of the education sector which are teachers, specifically, in the badly affected Sub-Saharan Africa. School climate affects positively the teachers' perceptions of self-efficacy, job satisfaction, and other factors related to student performance (Collie et al., 2012; Lee & Louis, 2019; Van Beurden et al., 2017). Therefore, this study tries to investigate the effect of internal factors and external factors on job satisfaction. Teachers' self-efficacy is an internal factor and school climate is an external factor that is the key construct of job satisfaction in the teaching profession. Job satisfaction is positively related to school climate and self-efficacy (Van den Berghe et al., 2014).

School Climate

School climate is defined and measured by educators in different ways for the purpose of their research. Some researchers tried to combine both psychological and organizational standpoints and thus argue that school climate is related to interpersonal relationships, school regulation, and values, experience in school life, and school structures (Cohen et al., 2009). Besides, organizational support, positive students' behavior, professional development opportunities, and collegial support are also other variables studied in relation to school climate (Ortan et al., 2021; Skaalvik & Skaalvik, 2009; Yoo, & Rho, 2020). Moreover, School leadership support, students' behavior, professional development, collegial support, and school climate have a significant effect on job satisfaction and motivation in the teaching profession (Cayupe et al., 2023; Karabatak & Alanoglu, 2019). Besides, school infrastructure and school policies are considered part of the school climate (Nie, Chua, Yeung, Ryan & Chan, 2015). Teachers' empowerment and sound school policies play a great role in creating a good school climate for teachers. Several studies have attested to the association between school climate and job satisfaction (Hui, et al., 2014; Karim, Khan & Shamim, 2017). A positive school climate leads to teachers' better commitment to their teaching profession. Besides, school climate is also an important element in enhancing teachers' self-efficacy and is highly related to teachers' effectiveness and the improvement of the quality of education.

Self-Efficacy

Self-efficacy is the belief that an individual has in his/her ability to perform his task or work successfully. Particularly, teacher self-efficacy is the desired learning objective of a teacher to improve his/her students' learning outcomes (Ruble, Usher & NcGrew, 2011). There is plenty of literature related to the relationship between self-efficacy and job satisfaction of educators in the educational context. Many studies have examined the importance of self-efficacy for teachers' job satisfaction and well-being, and its relationship with other variables (Cayupe et al.,2023; Hajovsky et al, 2020; Wettstein et al., 2021). Teachers with high levels of efficacy show more openness to new ideas and display better levels of planning and organization in their work. When

teachers have a high level of self-efficacy, they can be consistent, eager, dedicated, and devoted to their job (Naz, 2017). They also tend to try innovative teaching strategies and have higher levels of job satisfaction (Aldridge & Fraser, 2016; Hosford & O'Sullivan, 2016). Furthermore, teachers with higher levels of self-efficacy have better communication in their workplace with their colleagues and superior leaders. Contrary to the earlier findings, Shaukat, Vishnumolakala & AL Bustami (2019) found an insignificant relationship between teacher self-efficacy and job satisfaction.

Teachers' self-efficacy is shaped by the teachers' perceptions of their school climate. Aldridge and Fraser, (2016) indicated that the school atmosphere has a valuable influence on the teachers' self-efficacy. Teachers who perceive a positive school climate have higher self-efficacy. Some aspects of the school climate such as teacher-student relations have a positive relationship with self-efficacy (Hosford & O'Sullivan, 2016). Besides, Katsantonis (2019) showed that teachers' self-efficacy mediates the relationship between the school climate and teacher job satisfaction. Similarly, Malinen and Savolainen (2016) and Aldridge and Fraser (2016) in their study among lower and higher secondary school teachers have also indicated that the correlation between school climate and job satisfaction is mediated by teachers' self-efficacy.

Methodology

This study used a cross-sectional research design aiming to examine the mediating role of self-efficacy in the relationship between school climate and job satisfaction among school teachers in Eritrea. Cross-sectional design is chosen because it permits for the simultaneous data collection from different respondents at a single point in time (Akpan, et al., 2023). The study used structural equation modeling (SEM) analysis to examine the school climate's sub-scales' direct and indirect effect on job satisfaction. Here, school climate constructs are considered as independent, self-efficacy mediating, and job satisfaction as dependent variables in the model.

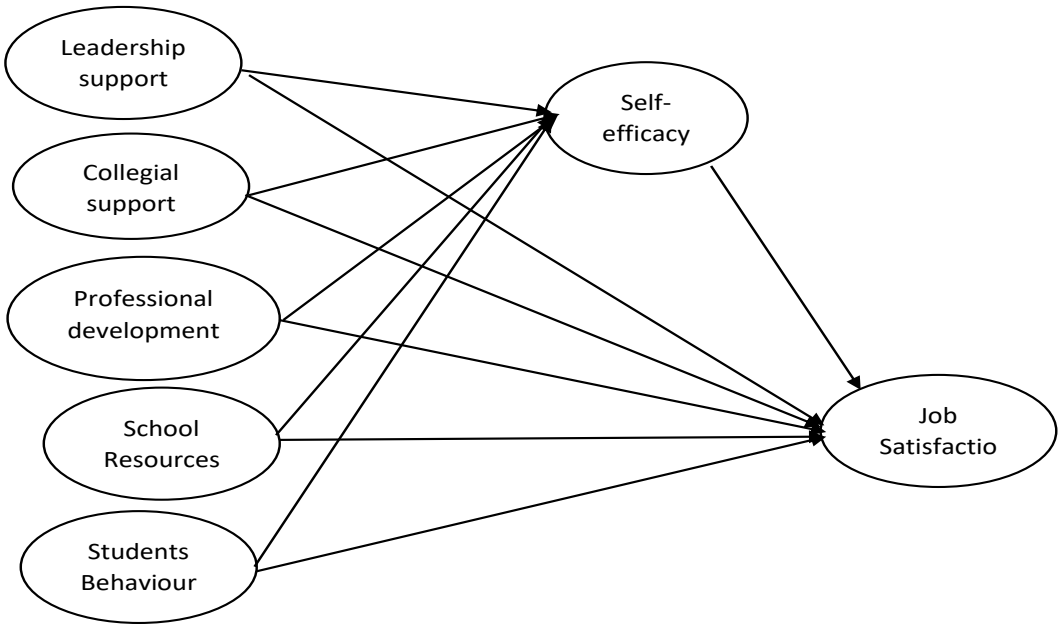

Figure 1. Study Model

The population of the study was randomly selected teachers from 21 elementary, 18 middle, and 14 secondary schools in the Central Region of Eritrea. A total of 950 teacher respondents were asked to reply to the survey questionnaire. 89% of the distributed questionnaires were returned which constituted a total of 848 filled questionnaires.

Data Collection Instruments

The dependent variable in this study was job satisfaction which was measured by 6 statements adapted from (Skaalvik & Skaalvik, 2011; Skaalvik & Skaalvik, 2014). The statements were measured using a 5-point Likert scale ranging from 1 strongly disagree to 5 strongly agree. These statements were meant to measure the extent to which teachers enjoy and are satisfied with their work. The independent variable was school climate measured through five first-order variables including leadership support (Skaalvik & Skaalvik, 2011), collegial support (Wang et al., 2019), professional development (Geiger & Pivovarova, 2018), student behavior, and school resources (Johnson et al, 2007; Struyven, & Vanthournout, 2014).

The variables were measured by a total of 23 statements which include five items of leadership support, four items for each of the student's behavior, collegial support and school resources, and six items for professional development. Each item was on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The mediating variable self-efficacy was measured based on the work of Wang et al. (2019). This study took 8 items related to students out of the twelve (12) items developed by the aforementioned researcher, and was measured at a 5-point Likert scale ranging from 1- "never" to 5- "very often". The respondent teachers were asked to give their opinion on the level of confidence in their skills and knowledge to perform their tasks related to students.

Data Collection and Administration

The data was collected in 2020 for the accomplishment of a Ph.D. study from elementary, middle, and secondary schools found in the Central Regional Administration of Eritrea. After getting a data collection permission support letter from the Regional Ministry of Education, the researchers approached the sub-regional Ministry of Education officers to help them select the schools based on the selection criteria set by the researchers such as school size, number of teachers, remoteness, and access to basic accommodations. Finally, the researchers contacted the school directors and school pedagogy heads of the selected schools. Through the help of the school directors and pedagogy heads, the data were collected. Out of the total of 950 questionnaires distributed, 833 filled questionnaires were collected including 310 elementary, 289 middle, and 234 secondary school teachers.

Among the respondents, 460 (%) were male teachers, and 373 (%) were female teachers. Regarding to age, 90 (10.8%) were under 25 years old or equal, 299 (35.9) were 25-35 years old, 191 (22.9%) were 36-45 years old, and 253 (30.4% were 46 years old and above. The number of teachers with teaching experience of 5 years or less were 160 (19.2%), 6-10 years 197 (23.6%), 11-15 years 92 (11%), 16-20 years 115 (13.8%), and 21 years or more were 269 (32.3%). In terms of their location of placement, 506 (60.7%) were from urban, 73 (8.8%) Sub-Urban,

and 254 (30.5%) were from Rural areas. The detailed demographic profiles of the respondent teachers are presented in Table 1.

Table 1. Results of Teachers Demographic Profiles

Variable	**Teacher Characteristics**	**Frequency**	**Percentage**
Gender	Male	460	55.2
	Female	373	44.8
	25 or under	90	10.8
Age	25-35	299	35.9
	36-45	191	22.9
	46 and above	253	30.4
	Elementary	310	37.2
School level	Middle	289	34.7
	Secondary	234	28.1
	Urban	506	60.7
School Location	Sub-Urban	73	8.8
	Rural	254	30.5
	0-5	160	19.2
	6-10	197	23.6
Teaching Experience	11-15	92	11
	16-20	115	13.8
	Greater or equal 21	269	32.3

Data Analysis Procedure

The analysis in this study was made into two stages. First, the study tests the reliability and validity of the measurement statements in terms of the data collected from the survey using the Confirmatory Factor Analysis (CFA), and scale reliability. SPSS Statistics 23.0 program was used to analyse the scale reliability of the variables and the descriptive results. In the second stage of the analysis, the researchers used the structural equation model (SEM) to examine the causal relationship of the independent variable with the dependent and mediating variables. AMOS 21 Software was used to examine both the confirmatory factor analysis and structure equation model. First, a confirmatory factor analysis of all the variables in a single model was carried out (see Figure 1).

Second, the SEM was analysed to estimate the coefficients and create a causal relationship among the variables (Bryne, 2012) (see Figure 2).. A combination of model-fit analysis methods was used to assess model fit. A significant goodness of fit indices including CFI, and TLI with a value of 0.90 or higher, SRMR <= .08, and NSEA <= .06 was used to assess the model fit with the data. These measures were chosen based on the research works of Karagöz, (2016) and Chen, (2007). Considering the large sample size of the current study, the Chi-square statistic is not used to assess the model fits because it has been deemed sensitive to sample size (Brown, 2015).

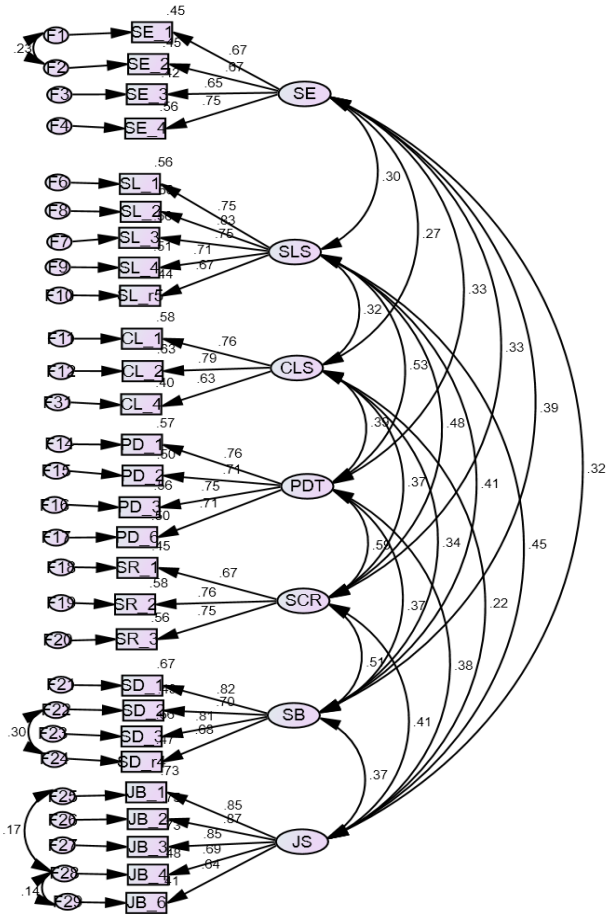

Figure 1. Confirmatory Factor Analysis

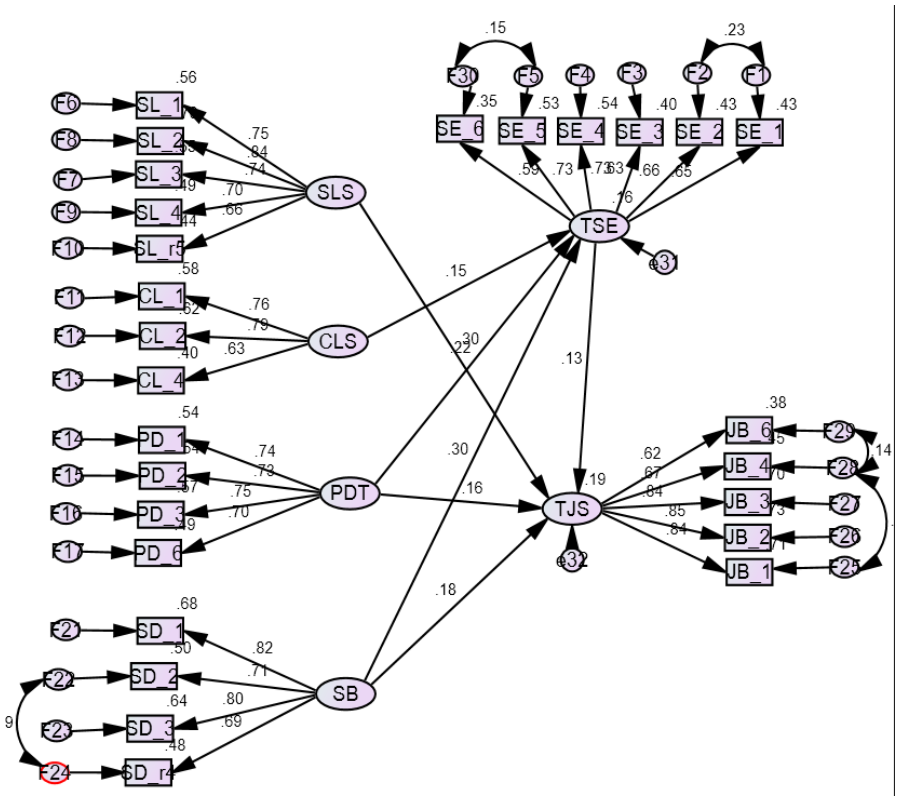

Figure 1. Structural Equation Model

Results

Descriptive Statistics and Correlation Result

The mean, standard deviations, and correlations among the variables of school climate (SC), teachers' self-efficacy (TSE), and teachers' job satisfaction (TJS) are presented in Table 1. The result indicated that the highest mean value of the Collegial Support (CLS) dimension (M=4.266. SD=.5850) and the lowest mean value of the professional development (PDT) dimension (M=3.264, SD= .9609) were found for teachers perceived SC. The mean value for the TSE dimension was found (M=4.395, SD=.5649), and for the TJS dimension was (M=3.573, SD=.1.065).

Table 2. Means, Standard Deviations and Correlations of The Variables

Variables	Mean	Std. Dev	SB	SCR	PDT	CLS	SLS	TSE	TJS
SB	3.7287	.86676	1						
SCR	3.5482	.94725	.397**	1					
PDT	3.2644	.96090	.294**	.455**	1				
CLS	4.2657	.58502	.246**	.273**	.301**	1			
SLS	4.0783	.65883	.337**	.393**	.454**	.271**	1		
TSE	4.3950	.56496	.292**	.242**	.250**	.204**	.244**	1	
TJS	3.5733	1.06492	.329**	.342**	.336**	.201**	.396**	.290**	1

Note: **significance level at p>0.01

The Pearson product correlation results showed that the correlations of all the variables were significant at ($p < 0.01$) and positively correlated. According to Cohen (1992) the effect size of the product coefficient correlations $r = 0.1$ as small, $r = 0.3$ medium, and $r = 0.5$ large. Therefore, the correlation results of the majority of the variables in this study were above medium size with the smallest effect size of the variable CLS with TJS having a value of $r = 0.201$ at $p<0.01$. The highest correlation value was found between SCR and teachers' PDT with a value of $r= 0.455$ at $p<0.01$.

Measurement Model

A theory-guided readjustment of the measurement model of all the variables was made until an acceptable model fit and data were attained. The measurement model was analyzed using maximum likelihood with robust standard errors. The CFA model that includes all the measurement scales of all the variables is presented in Table 2. The model had an acceptable fit to the data with X^2 (325) =518.071, SRMR = .029, IFI = .981, TLI = .978, CFI = .981, and RMSEA = .027.

A total of 28 items from the questionnaire fulfilled all the necessary requirements of the model. The factor loadings of the constructs ranged from the lowest 0.632 for item CL_4 of collegial support to the highest 0.867 for item JB_2 of job satisfaction. The r2 of the constructs of the variables extended from 0.42 for JB_6 of job satisfaction

to 0.752 for JB_2 of job satisfaction. The convergent validity of the measurement model measured using the average variance extracted (AVE) ranged from 0.510 for self-efficacy to 0.619 for job satisfaction which is greater than the accepted 0.5. The other validity measure was the discriminant validity which is measured by comparing the results of the AVE and ASV with a required result of MSV less than AVE. The result of the model showed that the square root of the AVE was greater than their inter-construct correlations. These indicated that all the validity concerns were fulfilled successfully from this result.

Table 3. Confirmatory Factor Analysis of the Whole Model

	Convergent Validity			Internal Consistency		Discriminant Validity
	Loadings	Indicator reliability	AVE	CR	α	Cross-loading
Factors		>.39	>.50	>.70	>.70	All cross-loadings < their outer loading
Leadership Support			0.551	0.859	.867	Yes
SL_2	.827	.560				
SL_1	.748	.684				
SL_3	.749	.561				
SL_r5	.667	.445				
SL_4	.711	.505				
Collegial Support			0.534	0.773	.787	Yes
CL_1	.760	.578				
CL_2	.791	.628				
CL_4	.632	.400				
Professional Training(Dev't)			0.533	0.820	.822	Yes
PD_1	.756	.572				
PD_2	.709	.503				
PD_3	.749	.561				
PD_6	.705	.497				
School Resource			.531	.772	.777	
SR_1	.672	.452				
SR_2	.762	.581				
SR_3	.749	.560				
Students' Discipline			.572	.841	.853	
SD_1	816	.666				
SD_2	.700	.490				
SD_3	.814	.662				
SD_r4	.684	.469				
Self-Efficacy			.510	.779	.784	

Factors	Convergent Validity			Internal Consistency		Discriminant Validity
	Loadings	Indicator reliability >.39	AVE >.50	CR >.70	α >.70	Cross-loading All cross-loadings < their outer loading
SE_1	.670	.450				
SE_2	.674	.459				
SE_3	.645	.416				
SE_4	.747	.558				
Job Satisfaction			.619	.889	.909	
JB_1	.854	.729				
JB_2	.867	.752				
JB_3	.852	.725				
JB-4	.693	.480				
JB_6	.640	.410				

Note: $X^2(325)$ =518.071, SRMR = .029, IFI = .981, TLI = .978, CFI = .981, RMSEA = .027

Structural Equation Results

Three structural models were evaluated after making the measurement model fit to the data to test the hypotheses of the study. The first structural model tried to examine the direct effect of the school climate (SC) components including school leadership support (SLS), collegial support (CLS), professional development (PDT), school resources (SCR), and students' behavior (SB) to the teachers' self-efficacy (TSE). This model demonstrated good fit with the global fit statistics X^2/df= 3.03, SRMR = 0.053, RMSEA = 0.51, CFI = 943. Two non-significant structural variables of two variables of SC such as SLS and SCR were found in the model and were omitted from the final model fit.

Table 4 shows that CLS, PDT, and SB have a significant direct effect on the teachers' self-efficacy. Among the school climate constructs, student behavior showed the highest direct effect (B = .309 at p <0.001) on the teachers' self-efficacy. The collegial support construct of school climate showed the lowest direct effect (B = 0.130, p < 0.001) on the teachers' self-efficacy. The PDT construct on the other hand showed a direct effect (B = 0.197, p < 0.001) on the teachers' self-efficacy.

Table 4. Structural Model of School Climate and Teachers' Self-Efficacy

Dependent Variables	Independent Variables	Standardized effect	SE	P
Teacher Self-efficacy	CLS	0.130	.036	.000
	PDT	0.197	.024	.000
	SB	0.309	.026	.000

Note: Fit Indices: X^2/df= 3.03, SRMR = 0.053, RMSEA = 0.51, CFI = 943

The second structural model tried to examine the direct effect of the school climate (SC) components including school leadership support (SLS), collegial support (CLS), professional development (PDT), school resources (SCR), and students' behavior (SB) to the teachers' job satisfaction (TJS). This model demonstrated good fit with the global fit statistics X^2/df= 3.01, SRMR = 0.045, RMSEA = 0.41, CFI = 942. Two non-significant structural constructs of two variables of SC such as CLS and SCR were found in the model and were omitted from the final model fit. Collegial support and school resources were found with insignificant effects on job satisfaction, thus, they were removed from the final model that examined the effect of school climate constructs on job satisfaction. All the remaining school climate constructs maintained a slightly moderate direct effect on job satisfaction. School leadership support showed the strongest direct effect on job satisfaction (.311) followed by students' behavior (.225), and professional development (.188).

Table 5. Structural Model of School Climate and Teachers Job Satisfaction

Dependent Variables	Independent Variables	Standardized effect	SE	P
Teacher Job Satisfaction	SLS	0.311	.070	.000
	PDT	0.188	.048	.000
	SB	0.225	.051	.000

Note: Fit Indices: X^2/df= 3.01, SRMR = 0.045, RMSEA = 0.41, CFI = 942

The final structural model tried to examine the direct effect and indirect effect of the school climate (SC) constructs and the mediating variables on the Teachers' job satisfaction. This model demonstrated good fit with the global fit statistics X^2/df= 3.11, SRMR = 0.053, RMSEA = 0.050, CFI = 934. One insignificant structural path for school resources was found in the model and was omitted from the final model fit. Collegial support showed a direct effect on the teachers' self-efficacy (.149) and an indirect effect on job satisfaction (.020). Professional development indicated a slightly moderate direct effect on both self-efficacy (.222), and job satisfaction (.160), and it showed an indirect effect on job satisfaction (.030) through self-efficacy (see Table 6).

Table 6. Structural Model of All The Variables

Dependent Variable	Independent Variable	Direct Effect	SE	P	Indirect Effect	SE	P	Total
Self-efficacy	CLS	.149	.034	.00				.149
R^2 = .16	PDT	.222	.022	.00				.222
	SB	.304	.024	.00				.304
Job Satisfaction	SLS	.298	.069	.00				.298
R^2 = .19	PDT	.160	.049	001	.030	.066	.00	.189
	SB	.185	.053	.004	.041	.05	.00	.225
	TSE	.134	.098	0.001				.134
	CLS				.020	.03	.00	.020

Note: Fit Indices: X^2/df= 3.11, SRMR = 0.053, RMSEA = 0.050, CFI = 934

Besides, students' behavior showed a moderate direct effect on self-efficacy (.304), and a slightly moderate on job satisfaction (.185), but it showed a weak indirect effect on job satisfaction (.041). Both school leadership and teachers' self-efficacy showed a slightly moderate direct effect on job satisfaction with (B = 0.298) and (0.134) respectively. The significance level of the indirect effect of the constructs of school climate mediated by self-efficacy on job satisfaction was calculated using bootstrapping with 5,000 samples. The result showed that professional development, students' behavior, and collegial support had a weak but significant indirect effect on job satisfaction with B= .030, B = .041, and B =.020 at $p < .01$ significance level respectively.

Discussion and Conclusion

This study focused on assessing the relationship between the dimensions of school climate, teacher self-efficacy, and job satisfaction. Specifically, the authors aimed to integrate the school and individual level viewpoints by employing a second-level regression analysis (SEM) to study the association between the school climate and teachers' job satisfaction. Moreover, this study's main proposition is the relationship between school climate and job satisfaction mediated by teachers' self-efficacy at the school level.In this research, the student's behavior showed a moderate, direct, and positive relationship with the teachers' self-efficacy level. Hosford & O'Sullivan (2016) found a similar result which states that teacher-student relations positively related to self-efficacy. This implies that a higher level of students' discipline encourages the teachers to effectively use their skills and knowledge in the classroom. Besides, the collegial support and professional development dimensions of the school climate showed slightly low, direct, and positive effects on self-efficacy. Our findings support the findings of Aldridge and Fraser, (2015) and Hosford & O'Sullivan, (2016).

The findings revealed that the perceived students' behavior dimension of the school climate directly and positively affects the teachers' job satisfaction. Besides, the dimensions of school leadership support and professional development of the school climate are directly and positively related to job satisfaction (Cayupe et al., 2023; Karabatak & Alanoglu, 2019). Nevertheless, the school leadership support and school resources show a positive and direct relation to job satisfaction although their effect is insignificant. This shows similarities with the findings of previous studies (Karim, Khan & Shamim, 2017; Lee & Louis, 2019; Tekin, 2022). The school climate-related factors explain 19% of the variance in job satisfaction. The findings of Skaalvik and Skaalvik, (2011), Geiger and Pivovarova, (2018), and Struyven and Vanthournout, (2014) revealed that these constructs of school climate moderately and positively associated with teacher job satisfaction. Teachers' positive perception of students' behavior stimulates their enthusiasm to work hard and motivates them to sustain in their profession. On the other hand, constructs of school climate such as collegial support and school resources showed an insignificant but positive direct association with job satisfaction contrary to previous findings that revealed a positive and significant association (Yoo & Rho, 2020).

The findings of this research provide several implications for research and practice regarding teachers' job satisfaction. First, the findings revealed in this report provide empirical evidence of the structural relationship between school climate, teachers' self-efficacy, and job satisfaction. A clear and proper understanding of the relationship is very essential to motivate and secure the effective retention of teachers and thus, ensure the quality

of education. It also adds to the growing body of research on the structural relationship of school climate, self-efficacy, and job satisfaction in the Sub-Saharan region.

To promote the professional development of teachers, some possible interventions directed to the factors should be examined, to train teachers to develop a sense of self-efficacy. Although leaving the teaching job currently doesn't provide any option to teachers in Eritrea, teachers may be discouraged, negligent, and careless in the classroom which results in a negative effect on the education system. Thus, understanding and having clear knowledge about the relationship among the variables raised in this study could indicate where the educational authorities should focus, and intervene.

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