



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE EFFECTS OF EXTERINSIC MOTIVATION FACTORS ON TEACHER'S
ORGANIZATIONAL COMMITMENT: THE CASE OF REPI ABEL
SECONDARY AND PREPARATORY SCHOOL**

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June, 2019

Addis Ababa, Ethiopia

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**ST. MARY'S UNIVERSITY
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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Asst. Professor Shoa Jemal. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

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ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate studies for examination with my approval as a university advisor.

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Acronyms

ANOVA= Analysis of Variance

SPSS = Statistical Packages for Social Science

WWW = World Wide Web

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Abstract

This study sought to investigate the effects of extrinsic motivation on teachers' organizational commitment in Repi Abel Secondary and Preparatory school in Addis Ababa. The study used descriptive survey and explanatory research design and the data was gathered using questionnaires and interview. The total number of the population was 111 and all were included on the study. Data was collected using structured questionnaires and analyzed using statistical package for social science (SPSS). The data was presented using tables; percentage, frequency standard deviation, Pearson product moment correlation and multiple regressions were used to investigate the effect of identified variable on employee commitment. The correlation results implied that supervisory support ($r = .789, P < 0.01$) working condition ($r = .736, P < 0.01$) job security ($r = .672, P < 0.01$) and salary ($r = .651, P < 0.01$) with employee's commitment. The major finding of this study is that the independent variables which are supervisory support, working condition, job security, and salary have strong positive relationship and significantly high association and effect on employee commitment. From the study it is concluded that 78.6% of variation in employee commitment is explained by supervisory support, working condition, job security, and salary. All these variables have strong effect on employee commitment. Among them supervisory support has a greatest rate of influence. Concerning the level of employee's commitment, the finding indicated that there is low level of commitment. The researcher recommended that the concerned authorized parties of the organization should revise and improve the identified four factors that have strong influence to improve the commitment of their employee.

Key terms: *Work/job motivation, Extrinsic factor of Motivation, Employees, Organizational Commitment*

CHAPTER ONE

INTRODUCTION

In this chapter, we would discuss about background of the study, operational definition of key terms, statement of the problem, basic research questions, significance of the study scope, limitation and organization of the study. In general, the chapter would present the introductory part of the study.

1.1 BACKGROUND OF THE STUDY

Every organization whether profit oriented or not has three types of resource that are men, money and machinery. However, the most important and the most significant in unquestionably resource is human resource of an organization. These are the human, who convert the deficiency in to efficiency and stimulate the process of organizational development. Teacher is one of the most important and noticeable profession in the world All other professions of the society have their roots in the profession of teaching. Teachers are the pillars of education system of any nation. They play an imperative role building the personality of their students. Teachers are critical for the successful functioning of educational institution. In extricable associated with the quality of education is the issue of teacher motivation and we all realize the decisive role teachers can play in improving the quality of education.

The overall success of an educational institution depends on teachers' commitment, which has directly related to the level of motivation they have within the institution. Teachers are the main resources for schools' activities; the issues of teachers' motivation critically decide schools' success. Saraswathi (2011) defines motivation as the willingness to exert high levels of effort, towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. Motivation is the force that causes people to behave the way they do. It could be further seen on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual.

Teacher commitment is an investment of personal resources and is closely connected to teachers' work performance. Teacher's commitment has analyzed to identify centers of commitment in their professional practice. These centers of commitment have currently considered to be

external to the teacher, and include commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Crowell, 2003).

A study done by Majanga, Nasongo and Sylvia (2010) in Kenya on the influence of teachers commitment on classroom interaction in the wake of Free Primary Education (FPE). It was found that FPE created increased in class sizes, shortage of teachers, heavy teaching work load and work for long hours were key factors in teacher de-motivation. They further explained that the above demoralized teacher's performance. Sizeable proportions of secondary school teachers in the area have low level of job satisfaction and are poorly motivated which lead to non-committance to their work.

Private secondary and preparatory education is a rapidly expanding part of Ethiopia's secondary education system. Private secondary and preparatory schools in Ethiopia are a relatively new phenomenon. Virtually all of them have established within the past 25 years. According to World Bank (2003), there are some 37 private secondary and preparatory schools (not all of them accredited by Addis Ababa education office) enroll 21% of the city secondary school students. The majority of these institutions are quite new, enroll 500 students or less, and offer the education. The remainder range in size from 1,000 students up to a maximum of 7,100 students.

Those private schools employ a considerable number of employees with different educational background ranging from Diploma degrees to Ms for the growth and effective performance of the school the commitment of employees to the organization is an important factor has considered. However, most of the employees in the school do not seem to be committed to their organization. It has observed that there is a rapid turnover of workers from one organization to another and there are large numbers of employees who are working for more than one school at the same time. With the current living condition in the country, when the price of food items, house rent and other materials required for living has skyrocketed, it has argued that employees are focusing on earning more and looking for organizations, which pay better. In this regard the study focuses on investigating the effects of working conditions, particularly the effects of Herzberg's extrinsic factors of work (Salary, Job security, working conditions, Technical Supervision), on the commitment of teachers in private secondary and preparatory school specifically by taking the case of teachers of Repi Abel Secondary and Preparatory school.

This paper aimed to analyze how Repi Abel Secondary and Preparatory school are managing their workers, and what the workers feel about their jobs, their employers and their organizations. Specifically, this is a study of the effects of extrinsic motivation towards employees' commitment in Repi Abel Secondary and Preparatory.

1.2 Statement of the Problem

Management is a problem solving process to achieve organizational objectives through the efficient use of physical, financial and human resources in a changing environment. In this regard, the organization needs to have employees who are competent and committed to the organization they are working for. To retain a satisfied work force that is committed to its organization the management needs to focus on creating and maintaining a suitable and conducive working condition.

Ukaegbu (2000) explained that for employees working in a depressed economy the extrinsic working conditions such as salary, working condition, supervisory support, promotion opportunity, fringe benefits and job security are stronger predictors of employee commitment than intrinsic factors such as a challenging job and participation in decision-making in the organization. In addition, the more management has perceived to be conscious of and interested in the welfare of workers, the higher will be the level of employee commitment. (Ibid, 2000, p. 302).

Empirical studies in western countries show that intrinsic motivation and extrinsic motivation have different impacts on organizational commitment. Intrinsic motivation is found to be positively associated with organizational commitment (Fornes, Rocco, & Wollard, 2008; Johnson, 2011; Meyer et al., 2004; Meyer & Maltin, 2010; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; O'Driscoll & Randall, 1999). Compared with intrinsic motivation research, much less attention has been paid to the relation between extrinsic motivation and organizational commitment, and the existing research shows differing results. For example, Currivan's (2000) research shows that extrinsic motivation is not related with organizational commitment, while Meyer and Allen (1997) showed that extrinsic motivation affect organizational commitment.

These differing results may be due to the multi-faceted nature of organizational commitment. According to Meyer and Allen (1997), commitment has three components that reflect different reasons for employees continuing employment in a certain organization.

The three components of commitment are: 1) affective commitment, which refers to an employee's emotional attachment to, identification with, and involvement in the organization; 2) continuance commitment, which refers to an employee's awareness of the costs associated with leaving the organization; and 3) normative commitment, which refers to a feeling of obligation to continue employment.

Consequently, intrinsic motivation or extrinsic motivation may affect different components of organizational commitment in different ways. For example, O'Driscoll and Randall (1999) found that both intrinsic and extrinsic motivations are positively associated with affective commitment but not associated with continuance commitment. Meyer et al. (2004) show that employees with high affective commitment experience greater intrinsic motivation, while employees with high continuance commitment experience greater extrinsic motivation.

A study of university academic staff by Pearson and Seiler (1983) focused on Herzberg's notion of extrinsic elements of the job, investigating academics' levels of satisfaction with the environment in which they work. They found that academics levels of satisfaction with the environment in which they work. They found that academics were generally more satisfied than dissatisfied with their work environment, but that there were high levels of dissatisfaction with compensation-related elements of the job (e.g., fringe benefits, pay, and performance criteria). Pearson and Seiler commented that higher order needs tend to dominate in a university setting, where academics generally have a high degree of control over intrinsic factors, including the process of teaching and molding minds. By contrast, academics generally have limited control over extrinsic factors, such as the university environment in which the teaching and research processes take place. Because academics have high degree of control over intrinsic elements, commitment of the job are particularly dependent on the degree of satisfaction with the extrinsic factors. (pp. 35-47)

On this study, the researcher would focus the relation between extrinsic motivation factors (salary, job security, working conditions, technical supervision) and teacher's commitment. As a

result, Repi Abel Secondary and Preparatory schools' managers and directors have expected to make effective and appropriate decisions about teacher's motivation factors, which contribute for the employee's commitment, since they are operating and employing workers in a poor country. Consequently, the researcher will study the effects of extrinsic motivation factors on employees' commitment Repi Abel Secondary and Preparatory school.

1.3 Study Questions

The following are basic research questions that have designed with a view to provide possible solution:

1. What is the relationship between teachers' extrinsic motivation and employee commitment?
2. How does salary significantly affect the commitment of teachers of Repi Abel Secondary and Preparatory school?
3. What is the effect of technical supervision on employee job commitment?
4. To what extent job security has an effect on teacher's commitment in Repi Abel Secondary and Preparatory school?
5. How working condition does influences teachers' commitment in Repi Abel Secondary and Preparatory school?

1.4 Objective of the Study

The study has both general and specific objectives as discussed below.

1.4.1 General Objectives

The general objective is to investigate the effect of extrinsic motivation factors on teachers' organizational commitment.

1.4.2 Specific Objectives

The Study Specifically aims to:

- examine the effect of extrinsic motivational factors on teacher's organizational commitment in Repi Abel Secondary and Preparatory.

- describe the relationship between teachers' job security and commitment Repi Abel Secondary and Preparatory school.
- identify the effect of technical supervision on employee job commitment Repi Abel Secondary and Preparatory school.
- investigate the influence of salary on employee (teachers) commitment Repi Abel Secondary and Preparatory school.

1.5 Significance of the Study

The study is important for the whole school stockholders such as management, parents, teachers, students and any other responsible person who wants to improve teacher's motivation to get more benefit on educational organization. Specifically, the finding of this research has expected to have the following importance:

- to create awareness on the part of the management of Repi Abel Secondary and Preparatory school about the most determinant variables that can influence the commitment level of the school's employees.
- to understand the relationship that lies between extrinsic motivation and employee commitment in Repi Abel Secondary and Preparatory.
- to make the concerned bodies aware about the need for effective extrinsic motivational factor management system.
- Other institution with the same situations can also observe and benefit from applying the results of this research to their respective situation.
- serve as for future researchers to undertake basic research in this area.

1.6 Scope of the Study

Since motivation is a very broad concept, the researcher has bounded this study on the effects of extrinsic motivation factors (salary, job security, working conditions, and technical supervision) on teacher's organizational commitment in Repi Abel Secondary and Preparatory school, Kolfe Keraniyo Sub city, Addis Ababa in this academic year. It would be more important if more private schools had been included in the research. However, it would be practically unattainable to assess more private schools due to lack of time and financial resources. However, the writer tries to predict in depth analysis on the part of the study of the selected private School to investigate the effect of teacher's motivation specifically. To get more reliable and target

information how factors affect teacher's motivation in the selected Schools. Therefore, only Repi Abel Secondary and Preparatory Schools of teachers and administration will select the study to investigate the problem. To analyze the data mixed method approach (qualitative and quantitative methods) has used and descriptive and explanatory research design method has been applied.

1.7 Limitation of The study

A few respondents were not able to return a questionnaire timely and it was a difficult task to wait until all have returned. In addition to this, was conducted in one organization that is Repi Abel Secondary and Preparatory school and the finding might not be generalized to other school. Therefore, future researches should conduct on large scale by considering more than one organization.

1.8 Organization of the Study

The study composed of five main chapters as follows. Chapter one focuses on the background of the study, problem statement, objectives, scope and significance of the study. Chapter two devoted to the review of existing related and relevant literature. Here different theories applicable to the study have presented. The third chapter dedicated to the research methodology of the study. Chapter four included the analysis, interpretation and discussion of data collected through the data collection instruments. The fifth chapter combined the summary, conclusion and recommendations of the study.

1.9 Operational Definition of Key Terms

The following key terms have defined as they have used in his research.

Work/job motivation: a set of energetic forces that originate both within as well as beyond an individual's being to initiate work-related behavior and to determine its form, direction, intensity, and duration (Latham & Pinder, 2005; Pinder, 1998).

Extrinsic factor of Motivation: "doing something because it leads to a separable outcome" (Deci & Ryan, 1985: 55). According to Deci (1975), (in this study; supervisory support, work environment/condition, job security and salary).

Employees: represents teachers of Repi Abel Secondary and Preparatory School.

Organizational Commitment: belief in and acceptance of the organization's goals and values, the willingness to exert considerable effort on behalf of the organization, and the desire to remain in the organization (Martin, 1982, pp. 1147-1153).

CHAPTER TWO

REVIEW OF RELATED LITRATURE

In order to get basic in site in to the problem under consideration the researcher attempted to review literature related to the study. This chapter therefore is concerned with theoretical literature, empirical review, research framework, and research hypothesis as well.

2.1 Theoretical Review

Employee's Commitment to their organization is an important factor for organizational growth and development. Ukaegbu argued that an understanding of working conditions and employee commitment in organizations is very important. A motivated and committed workforce can help enterprises to expand their profits, diversify investments and pave the way for durable organizations, especially if owners create robust organizational structures for effective entrepreneurial and managerial succession and continuity. (Ibid, 2000, p. 305)

Hang and Finsterbusch (1987) as quoted in Ukaegbu, stated that building and sustaining effective and productive organizations is a prerequisite for achieving economic, social and political development. Attracting employees to an organization, retention of committed employees to their organization, and job satisfaction are outcomes of good human resource management. Employees join, and continue to work, for an organization as long as their needs are reasonably satisfied. Poor working condition results in abandonment of organizations by employees. This is a sign of lack of employee commitment to the organization, with detrimental consequences to the organizations. (Ibid, 2000, p. 298)

Since the theoretical basis for this paper is the theory of Herzberg, more emphasis has given for a broad discussion of those motivational theories. Similarly, organizational commitment has broadly reviewed.

2.1.1 Distinction between Motivation and Commitment

Motivation is the driving force within individuals that drive them physiologically and psychologically to pursue one or more goals to fulfill their needs or expectations (Lam & Tang, 2003, p. 61). Moreover, Luthans (1998) asserts that motivation is the process that arouses,

energizes, directs, and sustains behavior and performance. That is, it is the process of stimulating people to action and achieves a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. (p. 90) Whereas organizational commitment is the belief in and acceptance of the organization's goals and values, the willingness to exert considerable effort on behalf of the organization, and the desire to remain in the organization (Martin,1982, pp. 1147-1153). Becker, Randal, and Riegel (1995) defined the term in three dimensions:

1. A strong desire to remain a member of a particular organization;
2. A willingness to exert high levels of efforts on behalf of the organization;
3. A definite belief and acceptance for the values and goals of the organization.

Managers and management researchers have long believed that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Tella, Ayeni&Popoola 2007, p. 14). Motivators may be intrinsic or extrinsic. An example of an intrinsic motivator is the self-fulfillment of a worker because of performing a task well. An example of an extrinsic motivator is the award of monetary bonus for extra effort by a worker. In this regard, motivational theories briefly reviewed with an emphasis given for Maslow and Herzberg's theories, since motivation is a basis for employee's commitment to their organization.

2.1.2 Review of Motivation Concepts

According to Lam and Tang, methods to motivate employees can be categorized into need-based, and process based. Maslow's Needs Hierarchy, Herzberg's Two-factor Theory, McGregor's Theory X and Theory Y, and Ouchi's Theory Z are typical need-based approaches focusing on the role of motivational dispositions in driving an employee to complete a job with the desirable productivity and quality. Vroom's Expectancy Theory and Reinforcement theory are process-based approach in through which motivation become aroused and translated into the desirable work behavior. (Ibid, 2003, p. 64)

2.1.3 Theory X and Theory Y of McGregor (1960)

McGregor (1960) postulates Theory X and Theory Y based on extreme assumptions about people and work. Theory X assumes that average employees dislike work, and that the only way to maintain or increase productivity is to simplify the operational process, supervise the employees closely, and motivate them in short term through financial incentive schemes. Theory Y assumes that average employee's desire self-direction and self-control, seek and accept responsibility, enjoy physical and mental effort, and have the potential to be self-motivating. (p.304)

2.1.4 Expectancy theories of Vroom (1964) and Lawler (1973)

The expectancy theories of Vroom (1964) and Lawler (1973) have regarded by Maloney (1986) people chooses how to behave from among alternative courses of action, based on their expectation what there is to gain from each action. It is as the most useful approach to analyzing the three important variables (performance outcome expectancy, Valence and Effort performance expectancy). (pp. 231-245)

2.1.5 Theory Z of Ouchi (1981)

According to Theory Z of Ouchi (1981) as quoted in Lam and Tang, the key factors to managerial success are technology and a holistic way of managing employees by a strong company philosophy, a distinct corporate culture, long-term staff development, staff-participation in decision-making, and modification or improvement of worker behavior.(Ibid, 2003, p. 63)

2.1.6 Reinforcement Theory of B.F Skinner's

Reinforcement theory which is associated with the psychologist B.F Skinner shows how the consequences of past behavior affect future actions in a cyclical learning process. (Stoner, Freeman & Gilbert, 2002, p. 459)

2.1.7 David McClelland's Achievement Theory

The work of David McClelland relates to three needs: achievement, power, and affiliation. (Plunkett & Attner, 1986, p.320) Achievement - desire to excel or achieve in relation to a set of

standards. Power - desire to control others or have influence over others. Affiliation - desire for friendship, cooperation, and close interpersonal relationship.

2.1.8 Maslow's Need Hierarchy Theory

In his theory of motivation, Maslow (1954) as quoted in Lam and Tang, classifies the desires or needs of human beings into physiological, safety, belongingness, esteem, and self-realization needs in ascending order of importance. Examples of physiological needs are salary, housing, food and clothing. Examples of safety needs are safe working environment, freedom from pain and threat, and job security. Belongingness needs include affection from friends and family, and the feeling of belonging to a group.

Esteem needs are the desire for respect and recognition that satisfy one's ego. Self-realization or self-actualization needs are individual's personal sense of achievement and feeling of self-fulfillment. Maslow asserts that the low-level need must be satisfied before attempting to reach the need of the next higher level; and that once a need is satisfied; it is no longer a motivator of behavior with the exception of esteem and self-realization needs. (Ibid, 2003, p. 62)

Maslow (1943) broadly discussed the physiological, safety, belongingness, esteem, and self-realization needs and it is briefly revised as follows :(pp. 370-396)

Physiological needs. - A human who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else. If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background. It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely preempted by hunger. All capacities are put into the service of hunger-satisfaction, and the organization of these capacities is almost entirely determined by the one purpose of satisfying hunger.

The safety needs - If the physiological needs are relatively well gratified, there then emerges a new set of needs, which is roughly categorized, as the safety needs. All that has said of the physiological needs is equally true, although in lesser degree, of these desires. The organism may equally well be wholly dominated by them. They may serve as the almost exclusive organizers of

behavior, recruiting all the capacities of the organism in their service, and is then fairly describe the whole organism as a safety-seeking mechanism. Again, as in the hungry man, it is found that the dominating goal is a strong determinant not only of his current world-outlook and philosophy but also of philosophy of the future. Practically everything looks less important than safety.

The love needs - If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love.

The esteem needs - These needs has classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly, it is the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world.

Self-actualization- Even if all these needs are satisfied, people may still often expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy.

What a man can be, he must be. This need is call self-actualization. It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming. The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions.

2.1.9 Herzberg's Two-Factor Theory

In 1959 Herzberg and his co-workers had performed an in depth analysis of sources of satisfaction and dissatisfaction among 200 engineers and accountants in the Pittsburgh area. A conventional approach to the problem would call for the experimenter to measure over-all job satisfaction on a scale, and then relate these scores to various factors making up or surrounding the individuals' jobs. Herzberg chose a somewhat different "semi-structured" interview approach, in which he and his co-workers asked a few general questions and then pursued items as they saw fit, without attempting to force the responses into any preconceived scalar format. (Behling, Labovitz & Kosmo 1968, pp.99-108)

Behling, et al (1968) elaborated that Herzberg asked the respondents to identify any "critical incidents" which had led to satisfaction or dissatisfaction on the job. If the first incident recalled concerned a satisfying experience, the respondent was then asked to relate one which had led to dissatisfaction. If the first incident had been dissatisfying, he was asked to recall a satisfying one. All of the incidents (a number of the interviewees came up with three or four during the course of the interview) were discussed and the respondents were asked to rate how strongly their feelings toward their jobs had been affected by each one. The various ideas which appeared in the transcripts of the interviews were then subjected to a post hoc classification, from which 14 factors emerged:

1. Recognition
2. Achievement
3. Possibility of growth
4. Advancement
5. Salary
6. Interpersonal relations
7. Supervision-technical
8. Responsibility
9. Company policy and administration
10. Working conditions
11. Work itself
12. Factors in personal life
13. Status

14. Job security

These factors have used as the basis of several analyses of the responses, the most important of which, for the development of Herzberg's theory, concerned the relative frequency with which they appeared in incidents leading to satisfaction and in those leading to dissatisfaction. Achievement, recognition, the work itself, responsibility, opportunity for growth, and advancement -all things intrinsic to the job itself have mentioned in a large proportion of the satisfying incidents, but in only a few of the dissatisfying ones. Company policy and administration, quality of supervision, salary, interpersonal relations with the supervisor, and working conditions -factors extrinsic to the work itself - appeared mostly in dissatisfying incidents. (Behling, et al, 1968)

According to Herzberg (1967) as quoted in Ukaegbu (2000), intrinsic elements of the job are related to the actual content of work, such as recognition, achievement and responsibility. These were referred to as 'motivational' factors and are significant elements in job satisfaction. By contrast, Herzberg described extrinsic factors as elements associated with the work environment, such as working conditions, salary, class size, staff assessment and supervisory practices, and benefits. These were referred to as 'Extrinsic' or 'hygiene' factors which are related to job dissatisfaction. Herzberg concluded that satisfaction and dissatisfaction are not on the same continuum. As a result, he argued that motivational factors can cause satisfaction or no satisfaction, while hygiene factors cause dissatisfaction when absent, and no dissatisfaction when present. (p. 299). Such theories, of course, somewhat tenuously have founded in Maslow's theory of a hierarchy of needs as applied to work situations, with lower order needs requiring satisfaction before higher-level needs emerge and determine motivation.

According to Plunkett and Attner, (1986) hygiene factors are the primary causes of unhappiness on the job. They are extrinsic to the job- that is, they do not relate directly to a person's work, to its real nature. These are part of a job's environment - it is context, not its content. When an employer fails to provide these factors in sufficient quality to its employees, job dissatisfaction will be the result. When they have provided in sufficient quality, they will not necessarily act as motivators-stimuli for growth and greater effort. They will only lead to workers to experience no job dissatisfaction. The factors include: (p.315)

- Salary- adequate wages, salaries and fringe benefits

- Job security- company grievance procedures and seniority privileges.
- Working conditions - adequate heat, light, ventilation, and hours of work.
- Status - privilege, job titles, and other symbols of rank and position.
- Company policies - the policy of the organization and the fairness in administering those policies.
- Quality of technical supervision - whether or not the employee is able to receive answers for job related questions.
- Quality of interpersonal relationships among peers, supervisors, and subordinates -social opportunities as well as the development of comfortable operating relationships.

Motivational (intrinsic) factors are the primary causes of job satisfaction. They are intrinsic to the job because they relate directly to the real nature (job content) of the work people perform. When an employer fails to provide these factors in sufficient quality to employees, they will experience no job satisfaction. When they are provided in sufficient quality, they affect and provide job satisfaction and high performance. People require different kinds and degree of motivation factors. What will be stimulating to one may not be to another. To individuals who desire them, motivation factors with the right amount of quality act as stimuli for psychological and personal growth. These factors include: (Herzberg, 1975, pp. 16-17)

- ✓ Achievement - opportunity for accomplishment and for contributing something of value when presented with a challenge.
- ✓ Recognition - Acknowledgement that contributions have been worth the effort and that the effort has been noted and appreciated
- ✓ Responsibility - actuation of new duties and responsibilities, either through the expansion of work or by delegation.
- ✓ Advancement - opportunity to improve one's organizational position as a result of job performance.
- ✓ The work itself - opportunity for self-expression, personal satisfaction, and challenge.
- ✓ Possibility of growth - opportunity to increase knowledge and develop through job experience.

Herzberg theory's implication for managers is that, they can use it to focus their efforts on insuring the presence of and quality in hygiene and motivation factors as a foundation on which to build motivation. In the absence of quality, employees may face an unclean environment, which can lead to dissatisfaction for the workforce. (Plunkett & Attner 1986, p. 316)

2.1.10 Organizational Commitment

Employee commitment has based on an affective attachment to the work organization. Employee commitment can become a vehicle by which individuals manifest loyalty to and identification with the organization. Committed employees identify with and feel loyal toward the organization; they share the values of the organization and have a personal sense of importance about the agency's mission. Organizational commitment as defined by Porter et al.(1982) has three major components:

1. A strong belief in and acceptance of the organization's goals,
2. A willingness to exert considerable effort on behalf of the organization, and
3. A definite desire to maintain organizational membership.

Committed employees have a stronger sense of belonging to the organization and a greater desire to remain organizational members; they are willing to make extra efforts for the organization; and, in most work situations, they put the organization's interests before their personal concerns. There has been, of course, an extensive stream of academic research providing evidence that committed employees are less likely to leave the organization and more likely to make extra efforts on its behalf than other, less committed employees (O'Reilly & Chatman, 1986, pp. 492-499).

2.1.11 Types of Commitment

According to Meyer and Allen's (1991) there are three "mind sets" this can characterize an employee's commitment to the organization.

Affective Commitment: is defined as the employee's emotional attachment to the organization. As a result, he or she strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to".

Continuance Commitment: The individual commits to the organization because he/she perceives high costs of losing organizational membership, including economic losses (such as pension accruals) and social costs (friendship ties with co-workers) that would have to be given up. The employee remains a member of the organization because he/she "has to".

Normative Commitment: The individual commits to and remains with an organization because of feelings of obligation. For instance, the organization may have invested resources in training an employee who then feels an obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to". Meyer and Allen, (1991) assert that these components of commitment are not mutually exclusive: an employee can simultaneously be committed to the organization in an affective, normative, and continuance sense, at varying levels of intensity.

2.1.12 Different Levels of Employee Commitment

The results of this dynamic process surrounding employee commitment are not uniform within any one organization or among organizations. Employers differ in the levels of commitment that they are able to elicit among their employees. Most organizations find themselves with a wide range of levels of employee commitment. In fact, most managers find individuals with differing levels of commitment within their own small groups of subordinates. Employee commitment can range from extremely high to extremely low. The differences are reflected on the varying degree to which individuals share an organization's values. People who are at the extremes of the commitment continuum can experience some negative effects themselves and can bring some negative effects to their workplaces. Romzek, (1990) has described different level of employees' commitment to their organization. The brief discussion that follow present the differences among the levels of commitment and some behaviors associated with each as explained by her.(pp.355-367)

Zealots

Zealots are those individuals who have the highest possible level of employee commitment. Zealots share all of the pivotal values of the agency and are willing to go beyond the call of duty for the good of the organization. They feel a strong sense of loyalty to the agency and have strong beliefs in the worth or importance of the work their organization is doing. However, zealot's loyalty and beliefs are extreme, out of proportion. Zealots are so strongly committed to the organization that they are often blind to shortcomings in the organization and are often unwilling to entertain even constructive criticism of the agency. Zealots do not have a sense of

balance in their commitments; they may be excessively absorbed in their work. In turn, this can lead to negative consequences for their personal lives. Negative organizational consequences can arise because zealots have the potential to overstep the bounds of acceptable behavior (sometimes even legal bounds) in their pursuit of agency interests.

Highly Committed

Highly committed employees share the pivotal values of the organization but retain their sense of balance and proportion about them. Like zealots, these individuals are anxious to engage in facilitative behaviors at work; they are willing to volunteer for assignments that are beyond the calls of duty when needed. Unlike zealots, highly committed employees' organizational commitment has balanced with other, equally important, non-work commitments. High commitment types will express their support for the agency, but they are also willing to question organizational policies. They trust the organization and are willing to support it, but not blindly.

Moderately Committed

Moderately committed employees share some of the important organizational values, but not all. In other words, they have partial value congruence and may experience partial inclusion in the organization. While there is some overlap between organizational values and their personal values, the overlap may not be on values pivotal to the organization. Moderately committed employees will engage in facilitative behaviors, but they need to be asked to do so, unlike highly committed people. For the moderately committed, their life outside the organization may be of more importance than work.

Marginally Committed

Marginally committed employees feel no particular sense of attachment to the organization, either positive or negative. They are essentially indifferent to the organization. Such employees find their personal values irrelevant to their agency roles and the organization's values. Similarly, agency values are irrelevant to their personal roles and values. "Indifferent employees are not likely to engage in facilitative behaviors. In fact, they are likely to resist efforts and requests for them to go beyond the call of duty.

The Alienated

Alienated employees encounter situations where their personal values conflict with those of the work organization. Consequently, they feel hostile to organizational imperatives and are likely to distrust organizational representatives and to avoid responsibilities. As a result,

alienated employees have a difficult time generating a sense of personal meaning from their work. Alienated employees are likely to push agency policies about personal leave policies, absenteeism, and tardiness to the limit. Alienated employees face high personal costs because of their negative attitudes toward their workplace. Romzek, (1990) concluded that managers face different supervisory challenges when they have employees with different levels of commitment. Supervisors must begin to sort out the differences in the commitment levels among their subordinates. And managers who have a diverse workforce face the challenge of treating their employees equitably while recognizing the need for treating their individual employees according to their particular needs and attitudes.

2.1.13 Effects of Motivational Factors on Organizational Commitment

The strongest motivator, according to Maslow, is self-actualization, that is, the desire to maximize one's potential, fulfill oneself and use one's abilities to the fullest. Maslow was quick to suggest, however, that unless lower level needs such as the physiological, security and esteem needs are satisfied, self-actualization will not occupy a prominent place in a person's list of needs. Herzberg likewise found that when people are satisfied with their jobs, they are concerned about the environment in which they work, namely organizational policies and administration, supervision, working conditions, interpersonal relations, wages, status and job security. Upon satisfaction of these hygiene or maintenance factors, Herzberg contends, that workers can then be motivated by the content of work, such as opportunities for achievement, challenging work, increased responsibility, growth and development, and recognition of accomplishments. Put somewhat differently, if hygiene factors and lower order needs are not fairly satisfied, people will tend not to be interested in the challenges of a more responsible job. (Guest, 1977). Moreover, the relationship of satisfaction with pay to organizational commitment is quite straightforward. To the extent the job allows for adequate financial compensation, a linear and positive relationship between satisfaction with pay and organizational commitment would be observed. (Opshal and Dunnette, 1966, p.

2.1.14 Effects of Organizational Commitment on Turnover and Performance

Meyer et al (1989) explain that organizational commitment has been stimulated largely by its demonstrated negative relation to turnover: Committed employees have been found to be less

likely to leave an organization than those who are uncommitted. Because turnover can be costly to organizations, commitment is generally assumed to be a desirable quality that should be fostered in employees. (Pp.152-156)

Moreover, according to Meyer et al (1989) organizational commitment correlates positively with individual and group level of performance and they concluded that, employees who are committed to the organization tend to perform at a higher level than those who are not. (p.152). Balfour and Wechsler (1991) claim that higher levels of performance and productivity result when employees are committed to the organization, take pride in organizational membership, and believe in its goals and values. (pp. 355-167)

2.2 Empirical Review

Hill (1986) adopted Herzberg's two-factor theory and assessed the utility of the theory for explaining faculty job satisfaction. In noting that research into higher education that has used the Herzberg approach has supported the two-factor theory, Hill argued that, if Herzberg's theory is applied to academics, satisfaction should come from the 'professional' model- that is, ministering to clients (students) and working fairly autonomously in their respective disciplines. The principal sources of commitment should therefore be those things intrinsic to the work -teaching, scholarly achievements and creativity, and the nature of the work. Principal contributors to dissatisfaction would be expected to be things extrinsic to the actual work - salary, fringe benefits, administrative features and collegial associations. Hill's study provided support for the two-factor theory and he suggested that the model could be successfully applied to academic staff in higher education institutions. He concluded that job satisfaction of academic staff in universities and colleges is related to intrinsic factors (in particular, ministering to students and the work itself), and dissatisfaction is related to extrinsic factors, and arises from factors external to the job. (p. 36)

More recently, while some researchers continue to examine, test and advance models of job satisfaction, other studies have used variants of Herzberg's approach to explore and describe patterns of job satisfaction, and motivators for staying or leaving employment in various academic settings. For instance, Flowers and Hughes (1973) developed the notion of the relationship between job satisfaction and environmental factors, particularly in accounting for

reasons that employees stay in their jobs. (pp. 49-60). Further, Matier(1990) examined the influence of three types of 'environmental' factors on decisions to leave the job; these were identified as the intangible, the tangible, and the non-work-related aspects of the job. Such research advances the field of study by providing interesting insights into the various aspects of higher education employment, their effect on job satisfaction, and the flow-on effect in terms of decision making about future directions in employment. (pp. 39-60)

A study of university academic staff by Pearson and Seiler (1983) focused on Herzberg's notion of extrinsic elements of the job, investigating academics' levels of satisfaction with the environment in which they work. They found that academics levels of satisfaction with the environment in which they work. They found that academics were generally more satisfied than dissatisfied with their work environment, but that there were high levels of dissatisfaction with compensation-related elements of the job (e.g., fringe benefits, pay, and performance criteria). Pearson and Seiler commented that higher order needs tend to dominate in a university setting, where academics generally have a high degree of control over intrinsic factors, including the process of teaching and molding minds. By contrast, academics generally have limited control over extrinsic factors, such as the university environment in which the teaching and research processes take place. Because academics have high degree of control over intrinsic elements, commitment of the job are particularly dependent on the degree of satisfaction with the extrinsic factors. (pp. 35-47)

A study by Moses (1986) tended to support the view that levels of dissatisfaction relate to extrinsic factors. She found, for example, that faculty was dissatisfied with the undervaluing of teaching excellence in promotion decisions. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need the need for self-actualization). Moses comments, however, that closure of academic departments and institutions, what are characterized as 'attacks' on tenure, and the institution of longer probation periods, have resulted in a fear of job loss for untenured academics and sense that their lower order needs for security are threatened. (Pp.33-37)

From the above different research, result there was drawn different conclusion. Hill(1986) concluded that the principal sources of commitment should be those things intrinsic to the work - teaching, scholarly achievements and creativity, and the nature of the work; however this study didn't consider the third world country which cannot achieve their basic need and other factors of that has an influence on different types of commitment. i.e. Continuance, affective, and normative).

On the other hand,Moses (1986)tended to support the view that levels of dissatisfaction relate to extrinsic factors. She found, for example, that faculty was dissatisfied with the undervaluing of teaching excellence in promotion decisions. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need the need for self-actualization). Moses comments, however, that closure of academic departments and institutions, what are characterized as 'attacks' on tenure, and the institution of longer probation periods, have resulted in a fear of job loss for untenured academics and sense that their lower order needs for security are threatened. (Pp.33-37). Therefore, there is a contradiction of different study result like of Hill (1986) and Moses (1986).

To sum up tenured and well-paid employment provides satisfaction and will lead to better organizational commitment. Specially, employees working in a depressed economy the extrinsic working conditions such as salary, working condition, supervisory support, promotion opportunity, fringe benefits and job security are stronger predictors of employee commitment than intrinsic factors such as a challenging job and participation in decision-making in the organization. As a result, the study focuses on the relationship between extrinsic factors and organizational commitment.

2.3 Conceptual Framework

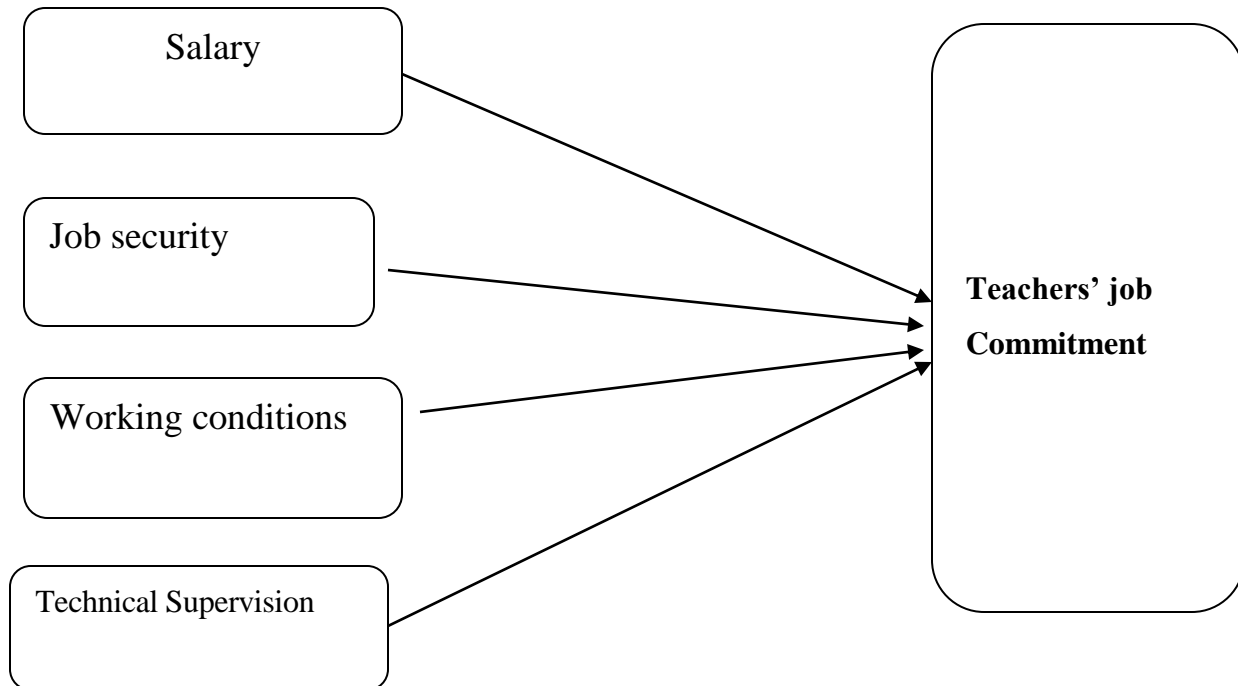
A conceptual framework refers to how a researcher conceptualizes the relationships between variables in the study by presenting them graphically or diagrammatically, Mugenda and Mugenda (2003). The conceptual framework is found significant for it assists the researcher to quickly perceive the relationship established. The study's conceptual framework is depicted in figure 2.1.

Figure 2.1 Conceptual frameworks on the influence of extrinsic factor of motivation and teachers' job

Commitment

Independent variables

Dependent variables



Source: Herzberg's Two-Factor Theory (Behling, Labovitz & Kosmo 1968, pp.99-108)

2.4 Research Hypothesis

Based on the conceptual framework and review literature the following hypothesis has developed:

H1: Salary has significant effect on employee commitment.

H2: Job security has significant effect on employee commitment.

H3: Working condition has significant effect on employee commitment.

H4: Technical supervision has significant effect on employee commitment

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter goes through the process has followed in conducting the study to assure the collection of reliable data that would have potential value for best possible findings. It discusses the research design, population type, the sampling technique that has used the sample size, and the data collection instruments, sources of data and data management and analysis.

3.1 Research Design and Approaches

Since the study focuses on the effect of motivation factors on teachers' organizational commitment in the case of Repi Abel Secondary and Preparatory school in Addis Ababa, the research applied descriptive and explanatory research design. The main reason behind this choice is that descriptive research design allows us to collect information that demonstrates the world as it exists and allow making interactions with subjects to obtain data and information. While explanatory design allows us to understand the problem in-depth. This method allows researchers to describe the data and its characteristic about what has being studied.

The research used of Mixed Method Approach (qualitative and quantitative methods) of data collection and analysis. Qualitative method has used for interview and observation while quantitative methods used for questioner. This gave a chance to touch a wide range issues related to effect of extrinsic factors of motivation towards organizational commitment. Moreover, it has believed that this method enables the researcher to address the different objectives of the study, which cannot be achieved by a single method. It also helps easily triangulate the findings of the study in such away it provides greater reliability.

3.2 Population, Sample Size and Sampling Techniques

3.2.1 Research Population

The study population refers to the entire group of people, event, or things of interest that the researcher wishes to investigate. It forms the basis from which the sample or subjects for the study has drawn. Blumberg et al. (2005) refers to it as total collection of elements about which we wish to make some inferences. The target population of this study was 7 managers and 104 teachers of Repi Abel Secondary and preparatory school that accounts a total number of 111.

3.2.2 Sample Size

The staff of the school has divided into two as teaching staff and administrative staff. In general, Repi Abel Secondary and Preparatory School has 104 teaching and 7 management staff. Therefore, the sample of this study was the total number of teaching and administrative staff, which are 111.

3.2.3 Sampling Techniques

The sample size is a smaller set of the larger population (Cooper and Schindler, 2003). They argue that the sample must be carefully selected to be representative of the population and the need for the researcher to ensure that the subdivisions entailed in the analysis are accurately fit for

In this study, a census method or the whole population is included why because it provides the complete enumeration and the number was also possible to manage. As a result, the population of the study was all teaching and management staff of Repi Abel Secondary and Preparatory school that is 111.

3.3 Sources of Data and Data Collection Instruments

The sources of data for this study will be both primary and secondary data sources. The primary data has collected with questionnaire and interview. The questionnaire will be comprised of both closed and open-ended questions. Closed ended questions will enable to capture some specific answers while the open-ended questions will give respondents to address issues in an elaborated

manner. In nutshell, a well-structured questionnaire has developed distributed to staff of the Repi Abel Secondary and Preparatory school. In addition, a semi- structured interview questions has designed in advance and interview sessions has held with concerned officials of the school. The secondary data has collected from similar previous studies, Reports, publications by recognized organizations, web sites and other like sources.

3.4 Data Collection Procedures

The data collection procedures began with documents and literature review. The documents related to employee commitment have reviewed. After documents review had made, related literatures were reviewed. The primary data for this study had collected through questionnaire. A self-structured and tested questionnaire was developed based on factors affecting employee commitment, (i.e salary, supervisory support, working condition and job security) according to the sample size. The questionnaire has divided in to three different parts. The first part is about the respondent's background information, the second part contains a 5-point Likert scale and the third part contains open-ended question to get suggestions of respondents. The questions related to independent variables has classified in to four categories based on their similarity. They are salary, supervisory support, working condition and job security. The hard copy of questionnaire had distributed and collected by the researcher to and from all participants. The questionnaire had written in simple English language by avoiding jargon included in the items, which could confuse respondents. All distributed questionnaires had collected, coded and entered in SPSS for analysis. Interview administered for school directors and managers and based on the data collected the interview response triangulated with the analysis of the questionnaire. Whereas secondary data collected during library research of books, company HR manual, journals research articles and websites.

3.5 Pilot Testing

Extents to which a variable or set of variables is consistent in what it is intended to measure (Hair Joseph F, Arthur H, Money, Phillip Samouel and Mike, 2007). It differs from validity in that it relates not to what should be measured; but instead to how it is measured. Several measures have been used to establish the reliability of the instrument, for example, split- halves, test- retest, equivalent forms and internal consistency method. The current study uses multiple items in all

constructs. Therefore, the internal consistency method applied in the current study. Hair *et al*, (2007) mentioned that the rationale for internal consistency is that the individual items or indicators of the scale should all be measuring the same construct and thus be highly inter-correlated. Fujun Fujun Lai and Joe Hutchinson, (2007) pointed out (cited in Kazi omer Siddiqi, 2010) that the Cronbach alpha with acceptable cut off point 0.70 demonstrates that all variables are internally consistent.

Before conducting the main survey, a pre-testing (pilot study) was conducted to validate the instrument. The pre-test affords an opportunity to check whether there are any ambiguous or biased questions. The pre-testing studies sent to 18 respondents selected on a convenience basis. In the pre-test, the respondents were asked to comment on the length of the instrument, the format, the general understanding of the word used, and wording of the scales. Once the pilot phase was completed, the survey questionnaire was distributed to the intended respondents. In this study, 18 questionnaires were distributed and all questionnaires had returned. Based on statistical analysis was made on this pre-test. All variables, Cronbach's alpha is above the cut off point of 0.7. According to Sekaran, (2003), if the Cronbach's alpha is less than 0.7 the instrument is open to error so that low reliability and unacceptable. If the alpha value is more than 0.7, the instrument has high reliability and acceptable.

Table 3.1: The Cronbach's alpha result shows the following result

Measurement	No of Items	Cronbach's alpha
Salary	4	0.882
Job security	6	0.819
Technical supervision	8	0.796
Working conditions	6	0.788
Employee commitment	4	0.765

3.6 Methods of Data Analysis

Regarding method of data analysis, quantitative and qualitative data types has analyzed in different forms in accordance with the data types. The collected data from employees has summarized by using Excel and transferred to SPSS analyzed in terms of descriptive statistics such as Percentages, Mean and standard deviation. The output obtained from the software has presented by using tabulation of data followed by the analysis. Mean scale as a measure of central tendency has used to show where the majority of responses concentrate i.e. nearer to which scale the representative middle value of responses has found. As a statistical tool, Correlation has employed to analyze the collected data and to find out the relationship of commitment with its determinants. The correlation coefficients have calculated by using SPSS.

The following regression model has used to determine the variation or quantitative associations between the variables as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where: Y= Employees Commitment

α =constant

β_1 = Coefficient of supervisory support

β_2 =Coefficient of working condition

β_3 =Coefficient of job security

β_4 =Coefficient of salary

e = is the error term

3.7 Ethical Considerations

Saunders et al (2009) stated, "Ethics refers to the appropriateness of your behavior in relation to the rights of those who became the subject of your work, or affected by it". They indicated that access and ethics are important for the success of any researches. It is necessary to pay more attention on how to get access for the data required and acting ethically. In order to keep the confidentiality of the data given by the respondents, the respondents were not required to write their name and assured that their responses have treated in strict manner. The purpose of the study has disclosed in the introductory part of the questioner. Furthermore, the researcher has tried to avoid misleading statements in the questioner.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

In this chapter, the data collected from the respondents has analyzed and interpreted. It comprises reliability analysis, respondent's profile, and correlation analysis between extrinsic motivation and job commitment and regression analysis results for relative importance of extrinsic motivational factors and employee commitment.

4.1 Response Rate

A total number of 104 questioners distributed to collect from respondents. Overall, 104 out of 104 questioners were collected and used for comprehensive empirical analysis which is response rate of 100% as shown in the table below. Moreover, the results of the interview with the managers have used to support and elaborate the facts.

Table 4.1 Response Rate

Items	Total	Percent
Questioner distributed	104	100%
Questioner returned	0	0%
Questioner rejected	0	0%
Total	104	100%

4.2 Mean Score Interpretation Method

The following table exhibits how the mean score interpreted and used in this study.

Table 4.2 Mean Score Interpretation

Mean score	Interpretation
4.30 to 5.00	Very high
3.50 to 4.29	High
2.70 to 3.49	Moderate
1.90 to 2.69	Low
1.00 to 1.89	Very low

Source: Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan (BPPDP) (2006), Pelan Induk Pembangunan Pendidikan (PIPP) Kuala Lumpur

4.3 Respondents Demographic Information

Respondents were asked to report their sex, their age, to know in which age group they are from the option of 18 and above, their educational level from master, degree, diploma and other qualification, their marital status single married, separated, divorced and widowed finally their work experience less than 3 years, between 3-5 years and more than five. So, they exhibited the following report in table below.

Table 4.3: Respondent's Demographic Information

		Frequency	Percent	Valid percent	Cumulative percent
Gender	Female	35	33.65	33.65	33.65
	Male	69	66.34	66.34	66.34
	Total	104	100	100	100
Age	18-30	68	65.38	65.38	65.38
	31-40	30	28.84	28.84	28.84
	41-50	6	5.77	5.77	5.77
	Total	104	100	100	100
Marital status of employees	Single	67	64.42	64.42	64.42
	Married	35	33.65	33.65	33.65
	Separated	2	1.92	1.92	1.92
	Total	104	100	100	100
Educational level	Diploma	20	19.23	19.23	19.23
	Degree	70	67.30	67.30	67.30
	Master	6	5.77	5.77	5.77
	Other	8	7.69	7.69	7.69
	Total	104	100	100	100
Work experience at the current school	<3yr	85	81.73	81.73	81.73
	3-5yr	14	13.46	13.46	13.46
	>5yr	5	4.80	4.80	4.80
	Total	104	100	100	100

Source: Survey report from respondents

Table 4.3 presents the profile of the respondents: of the whole respondents, 69(66.34%) were males and 35(33.65%) were females. This shows that male staffs dominate in number. As for their age 68(65.38%) of the respondents were between 18-30 age group and 6(5.77%) were between 41-50, age group this implies that most of the respondents are young and productive. Concerning educational qualification 6(5.77) reported to be post-graduates 70(67.30%) were degree holder, 20(19.23%) were diploma and other qualification holder were 8(7.69%) of employees. From this we

can conclude that the majority of the respondents are degree and that realize the organization has qualified human resource to carry out its day to day activities in a better way, the marital status of respondents 67(64.42%) were single, 35(33.65%) were married, 2(1.92) were separated. Regarding their work experience at those private school, most of the respondents who represent 85(81.73%) respondents have less than three years of work experience, 14(13.46%) have 3-5 years of experience, 5(4.8%) have more than five years and above. From respondent's demographic information, the teachers have a good knowledge and experience and it helps to get a rational information about the organization.

4.4 Descriptive Analysis

The data has analyzed for all variables in terms of descriptive statistics such as Percentages, Mean and standard deviation. The output obtained from the software has presented by using tabulation of data followed by the analysis. Mean scale as a measure of central tendency has used to show where the majority of responses concentrate i.e. nearer to which scale the representative middle value of responses has found. In addition, correlation has employed to analyze the collected data and to find out the relationship of commitment with its determinants.

4.4.1 Central Tendency Measurement Test

The mean and standard deviation score have computed for all the variables of extrinsic motivation factors (salary, job security and technical supervision) and employee commitment. The result has presented below. Table 4.4 Central tendency Measurement Test

Descriptive Statics			
	N	Mean	Std. Deviation
Salary	104	2	0.80109
Job security	104	1.8	0.91751
Technical Supervision	104	2.3	0.74675
Working Conditions	104	2.3	0.74321
Employee Commitment	104	2.2	0.75889
Valid N (list wise)	104		

Source: Developed by the researcher using SPSS, 2019

Table 4.4 implied that majority of the respondents believed among all the components (independent variable) salary, job security, technical supervision and Working conditions, employees are not satisfied and the mean score approaches to 2(disagree) and these components are too poor in Repi Abel Secondary and Preparatory school.

Employee commitment level (the mean score 2.2 out of 5) of the employees are in lower condition than the neutral. It means that employees are not interested to share the goal of the organization and their commitment level is below the average. Hence, the components with higher scores most likely have contributed a lot on the commitment of employees of the organization under study. So that technical supervision support and working conditions are the highest of these factors have a mean value of 2.3 (SD= 0.74321\$ 0.75889 respectively) on a five-point likert scale. This implies that the majority of the employees have not satisfied by the extrinsic motivational factors.

A higher proportion of the respondents expressed their dissatisfaction with most of the extrinsic factors (salary, job security and technical supervision of work. A considerable proportion of employees expressed dislike for the incentive systems of their schools, which they regarded as poor. Many respondents mentioned lack of promotion, lack of job security, poor salaries and poor fringe benefits as aspects of their schools' policies and practices, which they most disliked. The schools do not have medical expense coverage, no medical insurance, no coverage for educational fees, no short or long-term loan services and there are no other benefits. Further, the results from the open-ended question showed that the schools do not have definite lines of mobility on which employees be promoted. Instead, only irregular and subjective (based on personal opinion of the managers) increases were awarded. There was also a lack of post-employment security due to the absence of provident fund contribution. Employees could commit many years of service to the school and leave with nothing or with a very small amount of money. Moreover, employees feeling of job insecurity arise since they have a high degree of concern about the frequency and arbitrariness with which employees have fired. For the open-ended questions, most of the respondents express that managers lack managerial training especially on human resource management.

Regarding whether employees' rights which are stipulated on the labor law being respected, the respondents expressed their dissatisfaction on such item as, dismissal without notice, absence of annual leave, lack of special incentives for work done after the regular working time, intimidation, lack of respect for human rights, etc. Ukaegbu (2000) suggested that enterprises, which want to attract and retain the best and brightest workers, must develop personnel policies that respect individual rights.

4.4.2 Pearson's Correlation Coefficient Matrix Analysis

The Pearson's Product Moment Correlation Coefficient has computed to determine the relationships between salary, job security, technical supervision and working conditions with employee commitment. Correlation analysis is a useful way of exploiting relation among variables. The value of the coefficient (r) ranges from -1 to +1. The value of coefficient of correlation r indicates both the strength and direction of the relationship. If $r = -1$ there is perfectly negative correlation between the variables. If $r = 0$ there is no relationship between the variables and if $r = 1$ there is perfectly positive relationship between the variables. For values of r between +1 and 0 or between 0 and -1, the different scholars have proposed different interpretations with slight difference. For this study, diction rule given by Bartz (1999) has used. Bartz (1999) described the strength of association among variables as mentioned in table 4.5 below.

Table 4.5 Interpretation of r-value

Value of r	Description
0.80 or higher	Very high
0.6 to 0.80	Strong
0.4 to 0.6	Moderate
0.2 to 0.4	Low
0.2 or lower	Very low

Source: Bartz (1999)

The Pearson's Product Moment Correlation Coefficient has computed to determine the size and magnitude of relationships between the four components or independent variables (salary, job security, technical supervision and working conditions).

To do so, all the four components were strongly correlated with employee commitment at $p=0.000$ as shown in table 4.6

Table4.6: Pearson's Correlation Coefficient

Pearson's Correlation Coefficient						
		A	B	C	D	E
Employee commitment (A)	Pearson correlation	1				
	Sig(2-tailed)					
	N	104				
Salary (B)	Pearson correlation	.651	1			
	Sig(2-tailed)	.000				
	N	104	104			
Job security (C)	Pearson correlation	.672	.314	1		
	Sig(2-tailed)	.000	.000			
	N	104	104	104		
Technical Supervision (D)	Pearson correlation	.789	.473	.431	1	
	Sig(2-tailed)	.000	.000	.000		
	N	104	104	104	104	
Working Conditions (E)	Pearson correlation	.736	.444	.217	.601	1
	Sig(2-tailed)	.000	.009	.009	.009	
	N	104	104	104	104	104

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

Source: Developed by the researcher by SPSS

The results prove that the entire variable significantly and positively correlated with employee commitment. All dependent variable (salary, job security, technical supervision and working

conditions) is found to be significantly and positively correlated with employee commitment ($r=0.651, 0.672, 0.789, \text{ and } 0.736$ respectively and; $P < 0.001$). In line with this study, the past study Guest, 1977 revealed the existence of strong relation between extrinsic motivational variable and employee commitment. This indicates that changes in one of the component, affect employee commitment (the better those components or predictors are the higher the employees to be committed or vice versa). The concept of these predictors is also about determining the influence and its magnitude of employee commitment.

However, among all, technical supervision support ($r= 0.789$), has very strong positive significant correlation with employee commitment. It indicates that employee satisfaction towards their supervisory support strongly related with employee commitment. That is, if employees getting the required support from leaders increases their commitment to the organization. Greenhaus,(1994) stated that if supervisor support, open communication and have good relationship with employees, the employees commitment are likely high and more engage with the organization. If the relationship among workers and supervisor is exceeding/ strong, the worker will never seek to any other new employment opportunity but stay in the organization and vice versa.

Working condition/environment ($r= 0.736$) has very strong positive significant correlation with employee commitment. It is the second strongly correlated significant variable to employee commitment. This indicates that employees who are satisfied with work environment (proper light, pure water, open space ventilation rest room furniture etc.) will have relatively higher commitment to the organization

Job security ($r=0.672$) has strong positive relationship with employee commitment. This indicates that employees who are satisfied on job security will have relatively higher commitment to the job. Salary ($r=0.651, p < 0.01$) exhibited even strong relationship with employee commitment in Repi Abel Secondary and Preparatory school. This indicates that employees who have better paid will have a relatively better commitment. This implies that, all the four determined factors or components have positive and stronger attachment with commitment.

4.4.3 Test for Model Fit

4.3.3.1 Normality and reliability statistics

Table 4.7 Normality and Reliability Test

Variable	Skewness	Cronbach's alpha	No of items
Salary	-0.426	0.882	4
Job security	-0.22	0.819	6
Technical supervision	-0.18	0.796	8
Working conditions	-0.214	0.788	6
Employee commitment	-0.129	0.765	4

Source: Developed by the researcher omn SPSS, 2019

According to Zikmud et al, (2010) scales with coefficient alpha of 0.7 indicate fair reliability. Thus, this study , a Cronbach's alpha score of 0.7 or higher is considered adequate to determine reliability. As indicated on table 4.7a, the Cronbach's alpha of salary is 0.882, job security 0.882, Technical supervision 0.796, working condition 0.788 and employee commitment 0.765. All variables have more than 0.74 and the aggregate is also -0. 81. This shows as an indication of acceptability of the scale for further analysis.

As indicated on table 4.7 the result of normality and Cronbach's alpha test is shown on the overall data. A variable can be considered as reasonably regular while its skewedness' value is in between -0.1 and 0.1 according to rule of thumb, it is considered as normal (Liu, Fadilah et al, 2014). The skewness values of the variables lie in between -0.50 to 0.50. The negative skewness implies that responses are symmetric to the mean to the left side. This indicates that as the respondents were disagreeing to commit for the organization. Employee retention has a moderate positive skewness value of- 0.129 which indicates that the respondents are skewed to the left side i.e. towards disagreement. It implies that majority of the respondents are not willing or disagree to stay in the school.

Figure 4.1 Normality Plot Distributions



Source: Developed for this research through SPSS, 2018

As seen in figure, it implied that the distribution of errors matches a normal distribution. The selected variable matches the test distribution, the points cluster around a straight line. So it is possible to conclude the distribution is normal.

4.3.3.2 ANOVA Test

Table 4.8 Aggregated ANOVA for each variable

Aggregated ANOVA ^a for each variable						
Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	15.237	1	15.237	543.599	.000 ^b
	Residual	3.697	103	.034		
	Total	18.934	104			
2	Regression	18.566	2	10.283	603.743	.000 ^c
	Residual	2.243	102	.017		
	Total	20.809	104			
3	Regression	17.222	3	7.407	1436.473	.000 ^d
	Residual	0.712	101	.005		
	Total	17.934	104			
4	Regression	17.887	4	5.722	16803.809	.000 ^e
	Residual	.47	100	.000		
	Total	18.357	104			
a. Dependent variable: employee commitment						
b. Predictors: (constant), supervisory support						
c. Predictors: (constant), supervisory support, working condition						
d. Predictors: (constant), supervisory support, working condition, job security						
e. Predictors: (constant), supervisory support, working condition, job security and salary						

Source: Developed by the researcher on SPSS, 2018

This table indicates an F- test to determine whether the model is a good fit for the data. According to this p- value, it is.

The table now gives four F-test, one for each step of the procedure. All steps have overall significant results (p=0.000 for all predictor variables (supervisory support, working condition, job security and salary)).

As indicated in the above ANOVA model, the F-ratio in the ANOVA table shows that the

independent variables significantly predict the dependent variable, $F= 16803.81$, $p< .05$ (i.e. the regression model is a good fit of the data).

4.3.3.3 Multi Collinearity Statistics

Table 4.9 Multi Collinearity Statistics				
Model	t	Sig	Collinearity statistics	
			Tolerance	VIF
(Constant)	78.282	.000		
Salary(X1)	44.191	.000	.719	1.391
Job security (X2)	57.301	.000	.601	1.665
Technical supervision (X4)	89.468	.000	.519	1.928
Working conditions(X3)	78.655	.000	.792	1.263

Source: Developed by the researcher on SPSS, 2018

In order to check if there is multicollinearity among the variables; tolerance and variance inflation factor (VIF) values were examined. According to Pallant (2005), tolerance is an indicator of how much of the variability of the specified independent variable is not explained by another independent variable in the model and if its value is less than 0.1., it indicates that the multiple correlation with other variables is high, implying possibility of multicollinearity. Whereas, VIF is the invers of tolerance value (1 divided by tolerance). If VIF value is above 10, it signals chance of multicollinearity. Accordingly, the above table 4.9 shows that there is no possibility of multicollinearity among the variables in the model since all the tolerance values are above 0.1 and the corresponding VIF values are even below 2.

Therefore, variation in employee commitment is intended to be explained by other variables not included in this study. In order to show the regression function of the variables, the unstandardized coefficients are used to multiply the independent variables to identify the impact of their unit change on the dependent variable. Hence, the fitted regression model drawn from the output.

4.4.3 Regression Analysis

The regression analysis has conducted to measure the variables that explain the variance in the employee commitment. The result has shown in table below.

4.4.3.1 Multiple regressions

In order to determine the extent to which the explanatory (independent) variable, multiple regression has performed.

Table4.10: Table multiple linear regression result model summary

Multiple linear Regression Result Model Summary				
Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	.645 ^a	.456	.454	.1832
2	.765 ^b	.578	.605	.1305
3	.831 ^c	.697	.716	.0718
4	.845 ^d	.786	.786	.0185
a. Predictors: (constant), supervisory support				
b. Predictors: (constant), supervisory support, working condition				
c. Predictors: (constant), supervisory support, working condition, job security				
d. Predictors: (constant), supervisory support, working condition, job security and salary				

Source: Developed by the researcher on SPSS, 2019

Again, here the adjusted R-squares with supervisor support alone model (step 1), 45.4% of the variance has accounted for. With both supervisory support and working condition model (step 2), 60.5% of the variance was accounted for. With the three of “supervisory support, working condition and job security” (step 3), 71.6% of the variance was accounted for. The entire variables, “supervisory support, working condition, job security and salary” model (step 4), 78.6% of the variance accounted for from the adjusted R square.

This table indicates that 78.6% of variance in employee commitment is explained by overall extrinsic factor of motivation (supervisory support, working condition, job security and salary),

while 21.4% of variation in employee commitment can be attributed to other variables which are not considered in this study. It is a multiple adjusted R-square.

The results indicated that the above model summary, the analysis result indicated R square tells that the independent variables were significantly and positively related with dependent variable at, R square= .786. This indicates that 78.6% of the variance employee commitment has explained by the four variables (salary, job security, technical supervision and working conditions).

Among the independent variables, technical supervision support is the first significant and statically influencing factor for this research. This could interpret, as a certain improvement on the supervisory support will increase employee commitment by 45.4%. This could interpret, as the more improved and satisfied with the supervisory. Thus, supervisory support has a greatest rate of change than other specified predictors in this research.

Working condition/environment has very strong positive significant correlation with employee commitment. It is the second strongly correlated significant variable to employee commitment. This indicates that employees who are satisfied with work environment (proper light, pure water, open space ventilation rest room furniture etc.) will increase employee commitment by 15.1% and have relatively higher commitment to the organization.

Job security has also strong positive relationship with employee commitment. This could interpret, as a certain improvement on the job security will increase employee commitment by 11.1%. This indicates that employees who are satisfied on job security will have relatively higher commitment to the job. In addition, the last one, salary has even strong relationship with employee commitment in Repi Abel Secondary and Preparatory school. This could interpret, as a certain improvement on the salary will increase employee commitment by 7%. This indicates that employees who have better paid will have a relatively better commitment. This implies that, all the four determined factors or components have positive and stronger attachment with commitment.

In general, the above model summary, the analysis result indicated R square tells that the

independent variables were significantly and positively related with dependent variable at, adjusted R square= .786. This indicates that 78.6% of the variance employee commitment has explained by the four variables (salary, job security, technical supervision and working conditions). The relative importance of overall extrinsic factors has also conducted using regression coefficient as presented in table below.

Table 4.11 coefficients ^a

Model		Unstandardized coefficient		Standardized coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.636	.081		20.091	.000
	Supervisory support	.418	.022	.892	23.315	.000
2	(Constant)	1.167	.071		16.547	.000
	Supervisory support	.418	.017	.740	24.496	.000
	Working condition	.234	.020	.353	11.694	.000
3	(Constant)	.977	.040		24.279	.000
	Supervisory support	.300	.012	.530	26.046	.000
	Working condition	.246	.011	.370	22.255	.000
	Job security	.175	.010	.337	17.920	.000
4	(Constant)	.843	.011		78.282	.000
	Supervisory support	.271	.003	.479	89.468	.000
	Working condition	.226	.003	.341	78.655	.000
	Job security	.148	.003	.285	57.301	.000
	Salary	.128	.003	.201	44.191	.000

Source: Developed by the researcher on SPSS, 2019

Table 4.11 gives beta coefficient to construct the regression equation. Notice that the betas change, depending on which predictors are included in the model.

The unstandardized coefficients beta values indicate the contribution of the variables in the model

for the prediction of the dependent variables that enables to rank the variables based on their contribution (Pallant, 2005). Therefore, in this case supervisory support takes the higher share in contributing for employee commitment since it has beta value of 0.271 followed by working condition ($B=0.226$), job security ($B= 0.148$) and salary ($B= 0.128$) by significance order. Besides the individual t-test, significance value for all variables are below 0.05, imply that they have positive significant effect on employee commitment.

Based on the multiple regression coefficient tables, the following model summary has extracted to conclude the variation between the variables as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Whereas

α -constant = 0.843

β_1 = Coefficient of supervisory support

β_2 = Coefficient of working condition

β_3 = Coefficient of job security

β_4 = Coefficient of salary

$$Y = 0.843 + 0.128 * X_1 + 0.226 * X_2 + 0.271 * X_3 + 0.148 * X_4$$

$$\text{Employee commitment} = 0.843 + 0.128(\text{supervisory support}) + 0.226(\text{working condition}) + 0.271(\text{job security}) + 0.148(\text{salary})$$

Further, the result of the regression analysis highlighted the priority areas and revealed that not all the variables contribute equally to the employee commitment in the context of Repi Abel Secondary and Preparatory school.

To complement the information gathered from the employees through questioner, the researcher had conducted interview with the managers (school directors and vice directors). An open-ended question has administered to get in-depth information regarding the management viewpoint of the

extent to which the extrinsic factors of motivation influence employee commitment.

Per the interview result, almost all the manager explains nearly the same information like of collected from the questioner. The school has not proper guideline about extrinsic motivation factors such as supervisory support, working condition, job security and salary. However, among the managers two of them described about salary and explained there is no discrimination from the management point of view to pay for the same position qualification employee. They add the owners should plan for the extrinsic factor of motivation and motivate employees to bring better commitment and reduce turnover.

The managers of the schools were dissatisfied with the extrinsic factors of work (i.e. supervisory support, working condition, job security and salary). They expressed their dislike in many of the context of their work such as the salary they are paid were considered very low, the fringe benefits were considered inadequate and even unavailable, and the incentive system were considered very poor. Employees of the school feel that their job is unsecured and there is inadequate or no post-employment security available.

In addition, the turnover prevailing in the organization having adverse impact for the achievement of the missions and visions of the organization and the subsequent effect is that those private school's losses the rich knowledge and experience that it could access organizational benefits. Most of them eventually end up becoming assets to other competitors in the same industry. This and many others should be the reason why management would have to look at working environment again for its own benefits.

4.5 Summary of Hypothesis Tests

This part will assess the result of hypothesis testing related to relationship between dependent variables and independent variables. The hypothesis has tested by using regression analysis. Regression analysis has conducted to measure the variables that explain the variance in the overall extrinsic motivation factors (i.e. supervisory support, working condition, job security and salary). The result indicated that correlation of the employee commitment (dependent variables) with overall extrinsic motivation (independent variable) is 0.786.

H1: Salary has significant effect on employee commitment.

- Salary has an influencing effect on employee commitment with $R^2 = 0.07$, being the least dominant influencing factor among the given independent variables at $P < 0.05$.
- At $P < 0.05$, $R^2 = 0.07$, which show that 7% commitment is due to salary. Therefore, salary has positive and statically significant effect (relation) with employee commitment. As a result, **H1 accepted**

H2: Job security has significant effect on employee commitment.

- Job security has an influencing effect on employee commitment with adjusted $R^2 = 0.111$ being the third dominant influencing factor among the given independent variables at $P < 0.05$.
- At $P < 0.05$, $R^2 = 0.111$, which show that 11.10% commitment is due to job security. Therefore, job security has positive and statically significant effect (relation) with employee commitment. As a result, **H2 accepted**

H3: Working condition has significant effect on employee commitment.

- Working condition has significant effect on employee commitment with adjusted $R^2 = 0.151$, being the second dominant influencing factor among the given independent variables at $P < 0.05$.
- At $P < 0.05$, $R^2 = 0.151$, which show that 15.1% commitment is due to job security. Therefore, job security has positive and statically significant effect (relation) with employee commitment. As a result, **H3 accepted**

H4: Supervisory support has significant effect on employee commitment.

- Supervisory support has a significant effect on employee commitment with adjusted $R^2 = 0.454$, being the first dominant influencing factor among the given independent variables at $P < 0.05$.
- At $P < 0.05$, $R^2 = 0.454$, which show that 45.4% commitment is due to supervisory support. Therefore, supervisory support has positive and statically significant effect (relation) with employee commitment. As a result, **H4 accepted**

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

After investigating the relationship between extrinsic motivational factors and employee commitment in Repi Abel Secondary and Preparatory school and testing the effect that extrinsic motivational factor (supervisory support, working condition, job security and salary) on employee organizational commitment, the findings has summarized as follows:

The demographic information of the school 'employees from survey points show that: 66.34% of the respondents are male and 33.65% are female, it implies that male staffs dominate in number. Regarding to educational background (5.77) reported to be post-graduates (67.30%) were degree holder, (19.23%) were diploma and other qualification holder were, 8(7.69%) of the employees. From this we can conclude that the majority of the respondents are degree and that realize the organization has qualified human resource to carry out its day to day activities in a better way, the marital status of respondents 67(64.42%) were single, 35(33.65%) were married, 2(1.92) were separated.

Their work experience at those private schools, most of the respondents who represent (81.73%) respondents have less than three years of work experience, (13.46%) have 3-5 years of experience, (4.8%) have more than five years and above. This indicates that the staffs of those private schools do not stay at post for a very long period. In addition, the turnover prevailing in the organization having adverse impact for the achievement of the missions and visions of the organization and the subsequent effect is that those private schools' losses the rich knowledge and experience that it could access organizational benefits. Most of them eventually end up becoming assets to other competitors in the same industry. This and many others should be the reason why management would have to look at working environment again for its own benefits.

From the descriptive analysis the mean score of employee commitment level was 2.2 which implies employees are in lower condition than the neutral. It means that employees are not

interested to share the goal of the organization and their commitment level is below the average. Hence, the components with higher scores most likely have contributed a lot on the commitment of employees of the organization under study. So that technical supervision support and working conditions are the highest of these factors have a mean value of 2.3 and job security and salary have a mean value of 1.8 and 2 respectively on a five-point likert scale. This implies that the majority of the employees have not satisfied by the extrinsic motivational factors.

A higher proportion of the respondents expressed their dissatisfaction with most of the extrinsic factors (salary, job security and technical supervision of work. A considerable proportion of employees expressed dislike for the incentive systems of their schools, which they regarded as poor. Many respondents mentioned lack of promotion, lack of job security, poor salaries and poor fringe benefits as aspects of their schools' policies and practices, which they most disliked. The schools do not have medical expense coverage, no medical insurance, no coverage for educational fees, no short or long-term loan services and there are no other benefits. Further, the results from the open-ended question showed that the schools do not have definite lines of mobility on which employees be promoted. Instead, only irregular and subjective (based on personal opinion of the managers) increases were awarded. There was also a lack of post-employment security due to the absence of provident fund contribution. Employees could commit many years of service to the school and leave with nothing or with a very small amount of money. Moreover, employees feeling of job insecurity arise since they have a high degree of concern about the frequency and arbitrariness with which employees have fired. For the open-ended questions, most of the respondents express that managers lack managerial training especially on human resource management.

According to correlation and regression analysis of this study, the adjusted R-squares with supervisor support have accounted alone 45.4% of the variance. Both supervisory support and working condition have accounted 60.5% of the variance. With the three of "supervisory support, working condition and job security has accounted 71.6% of the variance. The entire variables, "supervisory support, working condition, job security and salary have accounted 78.6% of the variance from the adjusted R square.

This indicates that 78.6% of variance in employee commitment is explained by overall extrinsic factor of motivation (i.e. supervisory support, working condition, job security and salary), while 21.4% of variation in employee commitment can be attributed to other variables which are not considered in this study. It is a multiple adjusted R-square.

The results indicated that the above model summary, the analysis result indicated adjusted R square tells that the independent variables were significantly and positively related with dependent variable at, adjusted R square= .786. This indicates that 78.6% of the variance employee commitment has explained by the four variables (i.e. salary, job security, technical supervision and working conditions).

Among the independent variables, technical supervision support is the first significant and statically influencing factor for this research. It accounts 45.4% contribution in employee commitment. Thus, supervisory support has a greatest rate of change than other specified predictors in this research.

Working condition/environment is the second strongly correlated significant variable to employee commitment. This indicates that employees who are satisfied with work environment (proper light, pure water, open space ventilation rest room furniture etc.) will increase employee commitment by 15.1% and have relatively higher commitment to the organization.

Job security has also strong positive relationship with employee commitment next to working condition/environment. It accounts s 11.1% contribution in employee commitment. Employees who are satisfied on job security will have relatively higher commitment to the job. In addition, the last one, salary has even strong relationship with employee commitment in Repi Abel Secondary and Preparatory school. This could interpret, as a certain improvement on the salary will increase employee commitment by 7%. This indicates that employees who have better paid will have a relatively better commitment. Generally, all the four determined factors or components have positive and stronger attachment with commitment.

In general, employees in Repi Abel secondary and preparatory school shall be committed on their job for the school due to supervisory support, working condition, job security and salary respectively. All these factors have strongly correlated to employee commitment.

5.2 Conclusions

The study was aimed to achieve the effects of extrinsic motivation on teacher's organizational commitment. With this objective, the project was undertaken. Based on the findings and the analysis, the following major conclusions were drawn:

- Teachers of Repi Abel Secondary and Preparatory School dissatisfied with most of the extrinsic factors (salary, job security and technical supervision of work. A considerable proportion of employees expressed dislike for the incentive systems of their schools, which they regarded as poor.
- Based on the analysis among all the components (independent variable) salary, job security, technical supervision and Working conditions, employees are not satisfied and the mean score approaches to 2(disagree) and these components are too poor in Repi Abel Secondary and Preparatory school.
- The results indicated that the independent variables were significantly and positively related with dependent variable
- From the analysis conducted; among the independent variables, technical supervision support is the first significant and statically influencing factor for this research. Thus, supervisory support has a greatest rate of change than other specified predictors in this research.
- Working condition/environment is the second strongly correlated significant variable to employee commitment. This indicates that employees who are satisfied with work environment (proper light, pure water, open space ventilation rest room furniture etc.)
- Job security has also strong positive relationship with employee commitment next to working condition/environment. Employees who are satisfied on job security will have relatively higher commitment to the job. In addition, the last one, salary has even strong relationship with employee commitment in Repi Abel secondary and preparatory school. This indicates that employees who have better paid will have a relatively better commitment. Generally, all the four determined factors or components have positive and stronger attachment with commitment.
- The finding indicates that, the employees were not committed to the school; they are not

keenly interested to be identified the goals and values of the school. They are not willing to exert much effort to perform additional activities that are important for the growth of the schools, and they did not have a strong feeling to continue as a member of the schools. Hence, the employees of the school are not committed to their organizations.

- From the study result; teachers of Repi Abel secondary and preparatory school did not seem to know the goal and values of the school properly and do not seem to commit themselves towards achieving them. Moreover, majority of the employees do not seem to be willing to exert additional efforts to perform activities, which are important for the development and growth of the school.

5.3 Recommendations

It is clear that owners and managers of this school want their organizations to develop and grow. One of the ways to achieve that is to create conditions in which employees see a bright future in their workplace. This will make them to develop a sense of belongingness to the schools. Based on the findings and the analysis the following recommendations, which are necessary for the betterment of the working conditions of Repi Abel Secondary and Preparatory school, have forwarded:

1. From the analysis and conclusion teachers of Repi Abel Secondary and Preparatory School were dissatisfied with most of the extrinsic factors of motivation such as salary, job security, technical supervision and working condition of work and the relationship between extrinsic factor of work and teacher's commitment was positive and highly correlated. Therefore, the management and the owner of the school should improve the extrinsic factors of work, such as, supervisory support, working condition, job security and salary by assessing similar school to improve the commitment of teachers.
2. As the result indicated the effect of salary was significant on organizational commitment. As a result, the management and the owner of Repi Abel Secondary and Preparatory school should improve the salary and fringe benefit of teachers by assessing the current market and inflation rate that have faced by the economy.
3. The study shows, the working condition of the school was not conducive for operating the day-to-day teaching activities. The school should provide teaching facilities such as computer, proper laboratory working tools, white and blackboard, overhead projector,

availability of enough light in the classroom, installation of electricity for class room and create access for pure drinking water supply, ventilation and shower room; availability.

4. From the conclusion there was a positive relationship between job security and employee organizational commitment. Therefore, the school management and owner jointly should invest in the long-term goals of their employees in the form of post-employment security as a provident fund contribution. This also requires an industry and cross industry assessment. In this regard, employees will have a confidence that there is an amount of money deposited on their behalf for their post-employment security purpose. Unless and otherwise, employees will always maintain a “birds of passage” orientation if they are not sure that a job will help them to meet their sense of fulfillment in old age and with any reason when they leave their job. The government should also, enact and incorporate provident fund in the labour proclamation for firms to build such security into the conditions of service.
5. Supervisory support was one of the key factor from the research conducted in Repi Abel secondary and preparatory school based on the result. Thus; the manager and the owner of the organization should prepare managerial trainings especially on the human resource aspect, which help to improve supervisory support and it may neutralize the arbitrary managerial behaviors and enable them to care for employee’s welfare and provide a more secured working place.
6. From the results, the organizational commitment of the employees was not positive. Therefore, the school managers and owners should create awareness on the goal and objective of the organization by designing on the job and of the job training, providing an opportunity for participation on decision making, and create a feeling of trust and belongingness.
7. The employees of the school didn’t share the goal and objectives of the school. To bring change on the commitment of the organization the employee themselves should properly know the goal and objective of the school and strive to achieve them. Moreover, they should engage themselves in activities, which are important for the development and growth of the school. They should participate in departmental activities including being a department head and spend extra hours in their offices to consult and follow up students. Furthermore, they should prepare and organize

workshops, seminars and conferences, which supplement the teaching - learning process.

8. Similarly, future researcher may use more time and resource in order to make all rounded assessment area. Besides, this study used only four variables such as Supervisory support, working condition, job security and salary. Thus, future researcher may investigate other additional variables which have the potential influence on teacher's organizational commitment

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Appendix I. Questionnaire
St. Mary's university

Master of Business Administration and Management

Questionnaire to be filled out by teachers of Repi Abel Secondary and Preparatory School

Dear respondents:

The purpose of this study is to examine the effects of extrinsic motivation on employee commitment. This questioner is purely for academic purpose used for my partial fulfillment of MA in Business Administration and Management.

The questioner has two sections that are demographic and general extrinsic content of work, employee perception of equity and employee commitment. Please spend a few minutes from your precious time to fill up this questioner. Read each question properly and tick inside the boxes corresponding to the responses that most accurately represent your level of agreement and view. Please answer as truthfully as you can. Be assured that individual answers are going to remain confidential.

Thank you

Section 1- demographic information

Please complete the following biographic information by ticking (✓) from the alternative that is most applicable answer to you in respect of each of the following items

1. Socio-demographic data

1.1 Sex A. Male B. Female

1.2 Age (in years) A. 18-30 B. 31-40 C. 41-50 D. above 50

1.3 Marital status A. Single B. Married C. Divorced E. Widowed

Others (please specify) -----

1.4 What is your educational background? A. Diploma B. Degree C. master

D. others please state -----

1.5 How long have you been working in this school?

A. less than 3 years B. between 3 and 5 C more than 5 years

Section 2: research related questions extrinsic content of work; salary, job security, working conditions, technical supervision and employee commitment. **Instruction:**Please put a tick mark (✓) in front of the following items the number that you feel most appropriate, using the scale from 1 to 5 (where 1= strongly disagree, 2= disagree, 3= indifferent ,4= agree, 5= Strongly agree).

No	Items	Strongly disagree	disagree	Indifferent	agree	Strongly agree
		1	2	3	4	5
A	Salary					
	Statement					
1	I am satisfied with the salary					
2	I am satisfied with the fringe benefits like medical expense, education fee coverage etc ...					
3	Promotion and salary increment are satisfactory.					
4	The management of the school cares for employee's welfare					
B	Job security					
	Statement					
5	Management of the School treats all employees equally					
6	Employees expected to do too much work for small pay					
7	The relatives of owners and managers receive higher salaries and faster promotions					
8	Gossipers get favorers from owners and managers.					
9	Other organizations pay more than I earn for the same type of job or other jobs which require the same qualification with that of mine.					
10	I am satisfied with the post-employment security (in the form of pension or provident fund)					

C	Working conditions				
	Statement				
11	There is enough illumination light at work place				
12	the work place cleanliness and hygiene is maintained well in the organization				
13	Ventilation facilities and conductive working temperature is maintained at work place				
14	Safe working environment is provided in use of personal protective equipment				
15	Rest rooms and canteen are maintained well				
16	I have the tools and resources I need to perform my job well				
17	I have the access to get pure drinking water at work place				
18	I am satisfied with the relationship with coworkers in the work place.				
D	Technical Supervision				
	Statement				
19	I have received adequate support from my supervisor in performing my work				
20	Supervisors do spend good deal of time in listening to my ideas.				
21	I am happy with the relationship I have with leaders and bosses				
22	Performance appraisal system is relevant				
23	I am getting enough support& encouragement from leaders				
24	The leadership team feel clearly communicates school(company) wins struggles and goals				

E	<i>Employee commitment</i>				
	Statement				
25	I prefer working in this school to any other I know about.				
26	I feel that I have a bright future with the school and so I will remain in the organizations				
27	I think that my current job is only a temporary employment				
28	I would easily leave the school if I find a better job in other organization.				

If you think any of the above factors, are inappropriate or dissatisfying; please give your opinion why? -----

Is there any other thing that you want to add? -----

Thank you for your participation

Appendix II

Interview prepared for Managers of the private school.

Purpose: This interview is prepared for managers of the school to find out the commitment level of their employees and the factors that affect employee's commitment for their organization. The result of this interview will be used to supplement the data gathered from the questionnaire in the analysis.

1. Do you think employees of the school properly know the vision, mission, goals and values of the school and strive to achieve them effectively?
2. Do you think employees are willingness to exert high levels of efforts on behalf of the organization?
3. Are they willing to engage on the following activities that are important for the development of the school by spending extra time?
 - ✓ Are they willing to be department head?
 - ✓ Are they willing to coordinate student's affair?
 - ✓ Are they willing to consult students?
 - ✓ Are they willing to prepare workshop?
4. Do you think your employees have a strong desire to be a member of your school?
5. What is the level of movement from and in to your school?
6. Do the employees stay working in your organization for long period of time?

Do you know the reason why employees leave your school or think temporary

