St. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF BUSINESS OF ADMINSTATATION

TEACHER'S JOB SATISFACTION AND RELATIONSHIP WITH

ORGANIZATIONAL COMMITMENT AT GOVERNMENT

SECONDARY SCHOOLS OF GULELE SUB CITY

BY

ASHENAFI NEGASHE

JUNE, 2021

ADDIS ABABA, ETHIOPIA

TEACHER'S JOB SATISFACTION AND RELATIONSHIP WITH ORGANIZATIONAL COMMITMENT ATGOVERNMENT SECONDARY SCHOOLS OF GULELE SUB CITY

BY

ASHENAFI NEGASH

SGS/0502/2012A

ADVISOR: MOSISA KEJELA (PhD Cand)

A THESIS SUBMITTED TO St. MARY'S UNIVERSITY, SCHOOLOF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OFBUSINESS ADMINISTRATION

JUNE, 2021

ADDIS ABABA, ETHIOPIA

A THESIS SUBMITTED TO St. MARY'S UNIVERSITY, SCHOOLOF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

BY: ASHENAFI NEGASHE

APPROVED BY BOARD OF EXAMINER

_____   _____

Dean (Graduate studies).   **Signature & Date**

Mosisa Kejela (PhD cand.)   _____

  Advisor   **Signature &Date**

_____   _____

Internal Examiner   **Signature & Date**

_____   _____

External Examiner   **Signature & Date**

JUNE, 2021

ADDIS ABABA, ETHIOPIA

DECLARATION

I, the undersigned, declare that this thesis is my original work, presented under the guidance of Mosisa kejela (PhD cand). All sources of materials 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 institution for the purpose of earning any degree.

_____

Name   **Signature**

St. Mary University, Addis Ababa   **June, 2021**

ENDORSEMENT

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

 Mosisa Kejela (PhD Cand.)   _____

 St. Mary University   Advisor Signature

   Addis Ababa   June, 2021

Table of Contents

ACKNOWLEDGMENT

I would like to express my special thanks of gratitude to my advisor Mosisa Kejela (PhD cand) for his guidance, reviewing of the work and constructive comment.

Secondly, I would like to thank my lovely wife Gifty Dady and lovely son Natan Ashenafi who helped me in giving their unlimited love and time, may GOD bless them, a special thanks to my class mate Zulal Abass for giving me valuable comment and suggestion and finally my gratitude for Misganaw Solmon (PhD) for his heartful passion and commitment for us for the best research output, I really appreciate his effort.

ABBREVIATIONS AND ACRONYMS

GSGSS-   Gulele sub city government secondary schools

JS-   Job satisfaction

JSS -   Job satisfaction survey

OC-   Organizational commitment

OCQ -   Organizational commitment questioners

OJS-   Overall job satisfaction

OOC-   Overall organizational commitment

SPSS-   Statistical package for social science

SST-   Secondary school teachers

LIST OF TABLES

List of figures

Abstract

The purpose of this study was to examine the relationship between teacher's job satisfaction level and their organizational commitment. Descriptive research design was used for the study. Quantitative and qualitative mixed research approach was employed in the study. The participants of the study were teachers working in Gulele sub city, six government secondary schools, Addis Ababa in the year 2020/2021. Data were collected from 246(185 males and 61 females) sample respondents selected using simple random sampling through two standardized questionnaires: the researcher collected the relevant data from the teachers using Sector's (1994) and Meyer and Allen's (1990) organizational commitment questionnaire (OCQ). In addition, data were also collected from six government secondary school principals selected using purposive sampling for interview. Furthermore, data were analyzed using mean, standard deviation, Pearson product moment correlation, single sample t-test and independent t-test. The one sample t-test result revealed that the level of employees' job satisfaction was ambivalent and the organizational commitment of teachers was also ambivalent while the data obtained through interview showed that the level of employees' job satisfaction was low and the organizational commitment of teachers also not satisfactory. More specifically teachers in the sub city were slightly satisfied on operating conditions, coworker and nature of work; on the contrary they were dissatisfied on payment, contingent reward and fringe benefit. The descriptive result indicates that teachers in the school score more on affective than continuous commitment. From the components of job satisfaction except communication, all the facets of job were found to be significant predictors of organizational commitment. The result of Pearson correlation and independent t-test shows that there is no relationship between the demographic variables (sex, age, marital status, educational status and service) and the job satisfaction of teachers in the sub city in addition the finding revealed that only gender was the determinant demographic factor for the organizational commitment of the school. Finally, it is recommended for the city administration of Addis Ababa education bureau, Gulele sub city education office and the school administration to develop a good system that used to reward for teachers well done. it is also recommended that from the result of the study the improvement of the job satisfaction and facets of the job will improve the organizational commitment of the school, therefore every stakeholder need to take measure to improve the job satisfaction of teachers.

Key words: job satisfaction, organizational commitment, secondary school teachers

<div align="center">**CHAPTER ONE**</div>

<div align="center"># 1. INTRODUCTION</div>

1.1 Background of the study

The study of behaviors within organizational setting has highlighted critical variables that support or detriments to the performance of workforce. This idea holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Poliman & Gardiner,2000). Unquestionably, involved work force is the most important resources in all organizations consequently; teachers are central element in educational system holding various important activities. They are the key figures for any educational reforms needed in schools. The overall performance of schools depends upon their teachers and ultimately the level of commitment and job satisfaction. Understanding teacher's behaviors and attitudes in organization, therefore, need more attention (Tsui & Cheng, 1999) also teachers' commitment is an important issue for teachers, schools and students.

Job satisfaction and organizational commitment of teachers is one of the important factors for improving quality of education, teacher's occupational success and student's educational achievement: because there is a direct relationship between these factors and their performance. Job satisfaction is important factor in predicting and understanding organizational behavior that help in the identification of potential problems of the employees. The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann (1998) maintains that teacher job satisfaction is a predictor of teacher retention as cited by Gedfaw (2012), a determinant of teacher commitment, and a contributor to school effectiveness.

Job satisfaction of teachers has been a focus of attention for educational researchers; this is because of the prevailing links between job satisfaction and organizational behavior that might be explained in terms of commitment, absenteeism, turnover, efficiency and productivity. According to (Wisniewski & Eargulo,1997) cited by Teferi Getaun, Bekalu Frede and Abebe Hunde (2016) high attrition rates amongst teachers could be attributed to job satisfaction.

On the contrary dissatisfaction of the individual, whatever may be the occupation in which he/ she is engaged results in professional stagnation (Shukla, 2014) as cited by Birhanu (2018). Dissatisfied

teacher is lost not only to himself but also to the entire society. A teacher dissatisfied spells disaster to the country's future. "Dissatisfaction among the workers is undesirable and dangerous in any profession; it is suicidal if it occurs in the teaching profession"

Teachers play pivotal role in education system of the country. It is ultimately the teachers who decide the direction of the progress of a country and dedicating for the job satisfaction of teachers is fundamental for the productivity of the sector and the country.

The other variable which is believed to have an influence on employees work behavior is organizational commitment. According to Shukla (2014) Organizational commitment refers to an individual's attraction and attachment to the work and the organization mentioned by Berhanu (2018). Organizational commitment, according to Myer and Allen (1997) is the individual's psychological attachment to the organization and has three components; Affective, continuance and normative commitment. Affective component of organizational commitment refers to employees' emotional attachment, identification and involvement in the organization; Continuance component refers to commitment based on the costs that employees associate with leaving the organization; and normative commitment reflects an employee's feeling of obligation to remain with the organization.

In the context of education, teachers' commitment is highly important for the nexus between teachers and students. For example, Firestone and Pennell (1993) and Rosen Holtz (1985) cited in Balay (2000) pointed out that OC is related to student achievement. Although the direct relation between organizational commitment and student outcomes is not always straightforward, it is an important indirect variable for student achievement. Marks and Louis (1997) stated that teacher commitment to the school affects pedagogical quality and student academic performance indirectly through school organization for instruction. Also, teachers' organizational commitment is an important indicator of a strong school culture (Cruise & Louis, 2009), which is considered an important mediating variable for student learning and high academic achievement.

According to Firestone & Rosenblum (1988) committed teachers are internally motivated, teachers may be committed to teaching their school, or their students or their pattern of behavior vary depending up on which commitments are stressed.

There are several factors affecting organizational commitment, these are personal, organizational and work situational (environmental) factors. Individual variable often includes job expectations,

physiological contracts and personal characteristics (gender, age, marital status, organizational tenure, and educational level).

Numerous studies conducted have reported that the level of job satisfaction of teachers correlates to their level of commitment and its impacts on the relationship to turnover intention and low level of satisfaction results decreased organizational commitment, which has an influence on turnover intention.

Many studies assert the high correlation between job satisfaction and organizational commitment (Mathieu, 1991, Yousef, 2002, Rayton, 2006, and Huang & Hsiao, 2007) as cited by Suri and Petchsawag (2018). Huang & Hsiao (2007) stated satisfaction is the precursor of commitment; it may benefit both changing human behavior outcome and increasing commitment. People will be more committed to their work if they felt satisfied and appreciated. Aamodt (2007) indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization.

Many Ethiopian researchers also confirmed that job satisfaction and organizational commitment are indispensable for the success of organization, as cited by Asede (2016) researchers such as Agezeng, Teferi &Ebrahim (2014), Mulgara & Ayele (2015), Alemshet et.al (2011) studied that job satisfaction and organizational commitment of employee could be different in different work setting.

In addition, as academic institution, teachers are a very important group of professionals for our nation's education sector. Because of the inculcate knowledge, attitudes and skills in students and prepare them to take up role in national development. Teachers, as human capital, impart knowledge more efficiently and even the best of facilities cannot be substituted for teachers' roles as these facilities require well-trained instructors to make good use of them (Ahindukha, 2005) cited by (Jebmbernesh,2017). Thus, understanding teacher's behaviors and attitudes needs more attention in the school.

In order to effectively carry out the expected roles and responsibilities, it takes a lot of commitment on the part of the teacher in the school, which takes into consideration their emotional or affective attachment to their job and workplace.

Therefore, the purpose of this study is to assess the relationship between teacher's job satisfaction and organizational commitment of government secondary school teachers in Gulele sub-city of

Addis Ababa city Administration, based on the results to provide possible suggestions on the importance job satisfaction for organizational commitment to improve the quality of education.

1.2 Statement of the problem

The overall performance of schools depends up on their teachers and ultimately the level of commitment and job satisfaction (Tsui & Cheng, 1999). Secondary education informally regarded as the education young generation receive during their teenage years, in the Ethiopian context secondary schools are a form of a range of grades 9 to 12. The secondary schools are the ones who are in charge of producing well productive and fertile students who are having the technical and cognitive skill and passing them universities and vocational schools that are going to be the future professionals in different vocations or career that lift the development of the country. As teachers are the main stakeholders in the process of policy implementation and their job satisfaction and commitment to the organization is required to be researched.

Based on unrecorded and informal conversations and observations, the government secondary school teachers in the sub-city have been complaining of unsatisfactory financial benefits, and poorly equipped offices, departments, and cafeterias. In addition, most teachers are dissatisfied with housing problems, others are unhappy about student's discipline and their achievement, lack of training on instructional issues, lack of involvement in decision making and lack of good leadership practices. These issues are required to undertake research to vividly know the real situations of the teachers in the area of understudy.

The researcher has frequently heard of blame and dissatisfaction from government secondary school teachers who are currently teaching in poor working environment and facilities, workload and insufficient recognition. In this connection, Rosse and Saturay (2004) indicated that employees who are not satisfied at work show different behaviors of work withdrawal, short-term means of escaping from noxious work conditions, such as arriving late or leaving work early, being absent, or minimizing time spent on the task. Similarly, Mullins (2005) indicated that employees show different defensive behaviors when they are frustrated by the blockage of needs and personal goals at work.

Mullins (2005) further elaborated that the possible reactions to frustration caused by the failure to achieve or satisfy desired goals include: a physical or verbal attack on some person or object. It also includes different withdrawal behaviors like arriving at work late and leaving early, sickness and

absenteeism, refusal to accept responsibility are some of the reactions observed by the teacher. With these as signs of teachers' unfavorable attitudes towards their working environment, their sense of commitment and satisfaction with their job becomes questionable. However, instead of relying on intuition, there will be a pressing need for the researcher to investigate further into these variables by means of a well-designed scientific survey. Hence, this study is designed to explore teacher's job satisfaction in a relationship with the organizational commitment of government secondary school of Gulele sub city.

If teachers are expected to perform better, the issues surrounding JS and commitment cannot be ignored. Ideally, complete loyalty to the school with the staff highly satisfied in their jobs is warranted, but the underlying questions of whether the teacher is satisfied or not and their OC also the relationship between this construct is addressed in this study. Therefore, it is important to address these issues as up to my understanding there was research conducted in Gulele sub city government secondary schools.

Even though different studies have been conducted in different parts of the country related with job satisfaction(Eleni (2017); Jembernesh (2017);Gemchis (2018);(Birke2020)) most of the studies focused on job satisfaction of teachers and in all of them teachers were dissatisfied but they did not look the implication behind, however a few studies relate the job satisfaction with the professional commitment (Birhanu(2018);(Desaleng(2020)),work environment and job satisfaction Rahel (2019) attempted some correlates of job satisfaction, but still most of the studies were in deficient of relating the job satisfaction with organizational commitment.

This study was designed to fill the gap empirically by examining government secondary schools' teachers of Gulele Sub-city and no studies were found which address the relationship between job satisfaction and organizational commitment of teachers among Gulele sub city government secondary schools.

Therefore, based on the existing views on teacher's satisfaction and organizational commitment in particular study area, this study was proposed to consider different facets of the job that may contribute to job satisfaction and organizational commitment of teachers.

1.3 Research Questions of the study

This study was guided by the following research questions

1. What are the level of organizational commitment and job satisfaction of teachers in Gulele Sub-city Government Secondary Schools (GSGSS)?
2. Is there a significant relationship between teacher's job satisfaction and organizational commitment of government secondary schools of the study area?
3. Which demographic variable gender, Age, marital status, experience in teaching, educational level) associated with teachers' job satisfaction and organizational commitment in the sub city government secondary school?

1.4 Research objectives of the study

The research has general and specific objectives.

1.4.1 General objective

The general objective of the study was to examine the relationship between JS and OC of government secondary school teachers in Gulele sub city.

1.4.2 Specific objectives

The specific objectives of the study try to address the following

1. To explore the level of JS of teachers and OC in GSGSS.
2. To examine if there is significant relationship between OC and JS of teachers in GSGSS.
3. To assess the demographic variables (gender, age, marital status, teaching experience, educational level) are associated with teachers' JS and OC

1.5 Significance of the study

The process of satisfied and committed teachers in the schools is a major concern of educational planners and policy makers to achieve the educational planners and policy makers educational objective of the country. It is clear and justified by different studies that those satisfied with their job are more likely have a strong OC. Therefore, it is very fundamental to be aware of teacher cumulative attitude towards the working environment and OC to become productive and realization

of the goals the organization. Thus, the finding of this study is important inputs and sources for different pertinent bodies. The potential benefit includes

- ➤ Introduce better perspectives about the strong relationship of teachers' job satisfaction and OC for government and stake holder of education.
- ➤ Providing useful information for the principals of the schools, different leaders and the sub city education office and to recommend further measures in order to raise teachers' job satisfaction and OC.
- ➤ The finding of the study may help for the stakeholders of education to intervene on job satisfaction and OC of teachers.
- ➤ The finding may inspire further research activities and used for any further research who wants to study about the relationship between JS and OC and related construct.

1.6 Scope of the study

The study was focused only public secondary schools of Gulele sub city administration methodologically focused to mixed research data collection methods. Furthermore, this study was not assessing all factors contributing for JS and OC teachers. The study focused on some selected demographic characters of teachers such as age, sex, educational level and teaching experience in 2020/2021 academic year.

1.7 Limitations of the study

The researcher could not able to collect data from the entire sample population of the study due to time, financial constraints and COVID 19. The study also involved relatively small numbers of females, unmatched gender ratio between male and female teachers due to uneven staffing nature of the schools. While teacher responses remained confidential, the situational impact or social bias may lead teachers to respond in a manner different from their true feelings. The necessity of honest responses from participants and the assumption that the data given reflected honest opinions could be possible limitations of this study.

1.8 Operational definition of key terms

Facet satisfaction is the measurement of teacher's feelings and attitudes towards each specific aspect of the job: recognition, pay, autonomy, work itself, supervision, promotion/growth, workload, physical environment, or co-worker relation (Armstrong, 2006).

Job Satisfaction (JS) refers a person's affective relation to his or her working role. as a teacher, it denotes to the overall attitude and views of teachers toward their working conditions and profession. (Hongying,2007).

Organizational Commitment (OC) is defined as psychological state that characterizes the employee's relationship with organization and has implication for decision to continue or discontinue membership in organization (Meyer& Allen, 1991).

Affective Commitment (AC) refers to the employee's emotional behavior, identification, attachment and involvement with their organization. (Boehman, 2006).

Continuance Commitment (CC) is an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck &Wilson, 2000).

Normative Commitment refers to the employee's responsibility for the job and thus makes them stay with the same organization. (Canpe, 2006).

Secondary School Teachers (SST): contextually, teachers assigned to teach secondary school students which are from grade 9 up to 12.

1.9 Organization of the study

The study was organized into five chapters. Chapter one deals with background of the study, statement of the problems, basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key term, and organizations of the study.

Chapter two, focuses on review of related literature, chapter three assesses research design and methodology, population, sampling techniques pilot test and methods of data analysis. Chapter four deals with data analysis and interpretation and final, chapter five gives summary, conclusions and recommendations.

<div align="center">

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

</div>

2.1 Introduction

In this chapter, different literatures related to this study such as conceptual framework of the study, definition and concept of job satisfaction, theories related to job satisfaction, factors affecting job satisfaction, definition of organizational commitment, models of organizational commitment, demographic correlates of organizational commitment and different theoretical and empirical evidences regarding the relationship between job satisfaction and organizational commitment were reviewed.

2.2 Conceptual Framework of the Study

 The general objective of this study was to explore the relationship between job satisfaction and organizational commitment of government secondary school teachers in Gulele sub city. To achieve this goal, the following conceptual framework was developed from a review of literature on job satisfaction and organizational commitment of teachers. In order to gain a more meaningful insight into what influences the views and attitudes of teachers towards their work, the various theories on job satisfaction was discussed in the next sections. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory; the Expectancy Theory, Adam's Equity Theory. The one among these theories, Maslow (1954) explained that job satisfaction is achieved when the job and its environment meet the needs of the individual. Maslow categorizes these needs in a hierarchy, including physiological, social-emotional, safety, love and belongingness, esteem, and intellectual; however, intellectual needs cannot be met until all of the lower and most basic human needs are satisfied. Once the most basic level of need is satisfied, the needs on the next level become the priority. Herzberg et al.'s two factor theory categorized man's work needs as follows: achievement, promotion, autonomy, recognition and work itself; they called them 'the motivating factors' whereas the hygiene factors are pay/salary, job security, working conditions, policy and administration, supervision and interpersonal relationships. In addition to the facets of job selected based on the aforementioned theories and research findings, selected demographic characteristics of employee's are included in the model since they have exhibited significant correlation with job satisfaction and organizational commitment in some of the reviewed studies.

It has been recognized that employees can have different feelings about various facets of the job such as nature of the work itself, payment, relations with co-workers, supervision and promotion opportunities (Balzer et al., 2000).

First, attempt was made to identify factors assumed to contribute for job satisfaction of teachers. The factors found in the reviewed studies were organized into two broad categories. These are: (a) Work and work environment related factors namely: work itself, pay, recognition, opportunities for promotion/growth, supervision, co-worker relation, physical environment, workload, and autonomy; and (b) demographic characteristics of teachers such as sex, gender, marital status, experience in teaching and educational level. In addition, the two -model conceptualization of organizational commitment namely: affective and continuance commitment developed by Allen and Meyer (1984) was applied to determine how much teachers identify themselves with GSGSS and its goals, and wishes to maintain membership in the school. Then, a causal link will establish between OJS and OOC of teachers based on the findings of previous studies.

The following major facets of job and demographic characteristics that became the domain will be identified from different models of job satisfaction, for the purpose of this study according to (Spectors1997) and Meyer and Allen(1984) the factors include: (1) nature of work (2) pay, (3) contingent rewards (4) Promotion (5) supervision, (6) co-worker relation, (7) fringe benefits (8) operating conditions (9) communication (10) gender, (11) educational experience, (13) age, (14) educational level, (15) affective commitment and (16) continuance commitment.

Each facet is assumed to have causal relationship with overall job satisfaction; and the other underlying assumption will that OJS leads to OC. This framework assumes that if a teacher is satisfied with the selected aspects of his or her job, the decision is often made to be a committed one for the institution. If a teacher is not satisfied with these aspects of his/her job, the decision is often made to become not committed for the school.

Therefore, the relationships between job-facets and overall job satisfaction; and teacher's overall JS and OC are the theoretical framework in this study.

Fig2.1. conceptual frame work of the study

2.3. Definitions and Concepts of Job Satisfaction

Job satisfaction is an important element in any organization. Attitudes and feelings affect the behavior of employees, which contribute to organizations success or failure. Job satisfaction refers to a person's affective relation to his or her working role. Different authors have different approaches towards defining job satisfaction. Previous studies have identified the most important human resource tools to manage job satisfaction as salary, training, the working environment, supportive supervision and recognition (Martineau, 2006).

Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows. Armstrong (2006) defined job satisfaction as peoples feeling towards their jobs. A person will be satisfied in his job, when combined psychological, physiological and environmental circumstances cause a person to be confident. According to Specter (1997) defines, job satisfaction as the way people feels about their job and its various aspects. It's the degree or the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation. Teachers are the most important resources in a school. They are the key figures for any changes needed in schools. Quality education system depends on teachers. Teachers are essential to the success of any educational System. Teachers' job satisfaction has a significant influence on the delivery of quality education. Job satisfaction is important in predicting systems stability, reduced turnover and worker motivation.

High quality education system depends on high quality teachers (Jyoti & Sharma, 2009). Satisfied and motivated teachers are important for any educational system. Successful educational system mostly is the result of satisfied teachers. Teachers have a great role in any education system. They have significant impact on student achievement. Job satisfaction is actually a combination of intrinsic and extrinsic factors. Intrinsic job satisfaction is the kind of work one wants to do. Extrinsic job satisfaction is when one considers the conditions of the work as a priority (Weasmer and Woods, 2004).

JS represents a combination of positive or negative feelings that workers have towards their work. Job satisfaction represents expectations of award in different forms and individual's behavior in the work place (Davis, 2000). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition of having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their interpersonal relationships, supervisors, school policy and their pay aspect (George, 2008). Job satisfaction is when one is convinced of the qualitative or quantitative aspects of his work. (Mullins, 2005). It represents a feeling or perception of fulfillment of the material and psychological needs (Artz, 2010). Job satisfaction from employee's side may reflect benefits usually determined by the employer based on their strategy to be profitable in recruiting and retaining people.

On the other hand, job-related factors affect satisfaction in relation to employee's desire, skills and abilities to make a meaningful contribution and to be valued. From the schools' point of view,

student achievement is evaluated through good teachers' performance. When schools find quality teachers who fit their job requirements then a win-win situation is created between the teacher and the school administration. Quality of education and student achievement is determined by committed and satisfied teachers. According to Woods (2004), job satisfaction can be achieved through commitment, dedication, belonging and good performance to the best ability. Moreover, job satisfaction and performance are positively influenced by rewards Kreitner (2002). Factors that influence job satisfaction are management system, working environment and employee's involvement in decision making process.

2.3.1 Job Satisfaction Theories

To understand job satisfaction, it is necessary to know the source of motivation of employees for their job. Campbell et al (1970) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction. In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavor to achieve in order to be satisfied and succeed on the job. Scientific management believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClleland focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998).

2.3.1.1 Maslow's Hierarchy of Needs

Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje, 1992).

According to Maslow's theory (1970), people's needs range in a hierarchy from physiological, to self –actualization (including safety, security and social status). Failure to satisfy one need may have an impact on the next level. According to this theory, people who are struggling to survive are less concerned about needs on the higher levels. For Maslow, fulfillment of lower-order needs, such as

security and payment lead to the higher-order needs like social relations, self-esteem, and self-actualization. Satisfying these higher order needs is necessary for true job satisfaction (Ryan, 1947). Maslow's (1954) hierarchy needs explains job satisfaction in terms of needs fulfillment.

2.3.1.2 Hertzberg's Two-Factor Theory

In the late 1950s Frederick Herzberg developed a two-factor theory (motivation and hygiene) based on Maslow's Hierarchy of Needs. He started with the idea that job satisfaction and dissatisfaction act independently of each other. The work characteristics associated with dissatisfaction (hygiene factors) vary from those of satisfaction (motivators). Motivation led to satisfaction, but its absence may not lead to dissatisfaction. Achievement, recognition and intrinsic interest in the work itself are part and parcel of motivation factors.

There is a direct link between performance and reward. Usually, intrinsic factors motivate employees to perform and improve their job satisfaction. Studies in different organizations have found that the absence of acceptable intrinsic factors in the work-place leads to high employee attrition rates.

Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009). Their presence, on the other hand, is related to high job satisfaction

2.2.1.3"Hygiene" Factors

Hygiene factors are corresponding to Maslow's lower order of needs. These are policies and practices, remuneration, benefits and working conditions. Improving these factors may decrease job dissatisfaction and thus increasing motivations. Dissatisfaction is the result of inadequate hygiene factors, but at the same time adequate hygiene factors do not necessarily lead to job satisfaction.

Hygiene factors need to be tackled, and then motivators can follow. For Both Maslow (1954) and Hertzberg (1971), salary is a lower-order need or a hygiene factor and as such cannot lead to true job satisfaction. Perrie and Baker (1997) reported a non-significant relationship between salary and benefits.

In China, Sergeant and Hannum (2005) found out that salaries and incentives did not have a significant effect on schoolteachers' job satisfaction. Even in Botswana, Mullins (2007) reported non-significant relationship between salaries and different facets of schoolteachers' job satisfaction.

Improving employees' status, responsibility, and self-realization are found to improve work itself and job satisfaction.

Herzberg and Maslow are dominant figures in job satisfaction. They offer two of the most frequently cited psychological approaches studying JS (Lester, 1983). Maslow's (1954) hierarchy of needs explains JS in terms of needs fulfillment. Applying these concepts to teachers, Herzberg, et al. (1959) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work-place will not necessarily quit teaching, as long as he or she is well-paid and has good relationships with colleagues.

2.3.1.4 Expectancy Theory

Expectancy theory is known by its understanding of individuals' linkages between effort and performance, performance and rewards, and rewards and individual goal satisfaction. There is no universal principal that explains people's motivation and is regarded as a contingency model. Maslow and Herzberg focused on the relationship between needs and the associated effort expected to fulfill them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfillment of the needs.

According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The theory suggests that motivation that will lead to JS is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Teachers will not engage in motivated behavior unless (1) they value the expected rewards; (2) they believe their efforts will lead to first-rate performance; and (3) their performance will result in the desired rewards (Griffin & Moorhead, 2010).

2.3.1.5 Equity Theory

Adams theory (1963) emphasizes the comparison of existing conditions against some standard by using the relationship between two variables (inputs and outcomes). Inputs are what an individual contributes to an exchange, while outcomes represent what an individual obtains from an exchange.

Equity theory suggests that individuals assign weights to various inputs and outcomes according to their own perception of relative importance. According to Daft and Noël (2001), equity theory is a process of job satisfaction that focuses on individuals' cognition of how equally they are treated

compared to others. This implies that, if people feel their treatment as less favorable than that of others with whom they compare themselves as equals, they are likely to be less motivated to perform better. This theory therefore compares people to the ratio of their outputs to inputs with the ratio of outputs to inputs of others.

The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005). This perceived inequity may result in dissatisfaction (Miner, 2005). According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

2.3.2 Factors Affecting Job Satisfaction

JS is under the influence of factors such as working conditions, interpersonal relationships and variables related to intrinsic job characteristics and demographic variables. (Ellickson 2002) suggests that work environment (factors related to the work itself), and the personal characteristics of the individual as two general categories of variables associated with job satisfaction.

Working conditions refers to salary, fringe benefits, administrative support, school management leadership, and workload. It has positive effect on the teachers' commitment. Other factors like recognition, income, promotion and the achievement led to a feeling of fulfillment. On this point, (Ladebo 2005) found that, if working conditions are poor, the situations will have a negative impact on the job satisfaction of the teachers. (Perie 1997) also confirmed that comfortable working conditions are directly correlated to higher job satisfaction. When working conditions are inadequate, they would discourage the efforts expended to have quality education at all levels of the education system.

Poor pay directly affects job satisfaction. According to (Herzberg 1959), salary has influences on JS. Teachers' JS is related positively to the teachers' salaries. An increase in their salaries was followed by an increase in their job satisfaction, and the intent to stay in the teaching profession. Other studies show that poor pay directly affects the teachers' JS.

Thus, low salaries may discourage their efforts in making efforts towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006). Extremely low teacher

salaries increasingly make conditions difficult to fulfill their basic needs. According to expectancy theory, high work demand and low salaries could lead to the lack of job satisfaction.

Fringe benefits, such as housing, transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training have impact on job satisfaction and are considered as components of employee compensation. According to Herzberg, (1959), fringe benefits are seen as hygiene or maintenance factors that influence JS. They are considered as substitutes for salaries.

Herzberg (1959) defined administrative support as hygiene or extrinsic factor could influence employees' JS. Administrative support is found to be the most significant and a strong predictor of the teachers' JS. It has much power, directly and indirectly, to predict the teachers' intent to stay in the profession. As indicated by Baker (2007), if they are not properly accompanied by the administration in their formative ages, it could become a primary reason for teachers leaving the profession early in their careers.

Teachers' greater satisfaction comes when they are recognized by their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Boggler, 2000).

Poor leadership decreases JS. Poor leadership resulted in the teachers' perceptions as lack of school support, and resulted in a decreased commitment to the teaching profession. The level of a school leadership's accompaniment and continuous encouragement significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession.

Workload is another factor, to either facilitate or impede job satisfaction. Teachers' tasks include continuous professional development like, lesson plan preparation, teaching, the documenting of portfolios, and more. Hence, the teachers' caring and other related responsibilities, have the potential to increase their interpersonal relationships (Butt & Lance, 2005). When teachers perceive workload to be unfair, their stress levels and their job dissatisfaction increase, and hence their commitment to the school organization, and their morale are eroded.

Interpersonal relationships are grouped under extrinsic factors. Interpersonal relations of teachers within the school community influence job satisfaction. In the school environment, interpersonal relationships could be with the students, the teachers, the principals/superiors, and with the parents. The relationship between teachers and students is considered to be vital for positive educational

outcomes in the school setting. It creates an atmosphere conducive to students benefiting from the teachers' successful teaching and learning to take place. According to Davis (2003), good teacher-student relationship facilitates motivation of and learning of students. He states that teacher-student relationships may have also impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence. It will influence the outcomes and the academic achievement of students. As indicated by Johnson (2006), teachers working with collaborative colleagues can generate a more productive and healthier working environment than teachers working in isolation. Collaborative colleagues will establish harmonious cooperation.

2.4 Demographic correlates job satisfaction of teachers

Demographics is the study of general and particular population factors such as age, gender, marital status, occupation, education level, race…. etc. Furthermore, Bilgic(1998) also found that various demographic factors like tenure, age, education, sex , marital status are significant predictor of job satisfaction. Demographic factors influence the level of job satisfaction perceived by teachers (Bedeian,1992, Bogler, 2002; &; Crossman, A. & Harris, P. (2006), Niehof, 1997).

2.4.1 Gender and job satisfaction

The literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied, yet other studies find no significant difference between the genders.

 According to (Coward et al 1995) female employees demonstrate higher levels of job satisfaction than their male counterparts across most work settings whereas (Al-Mashaan 2003) stated that male employees in comparison to female employees, reported higher levels of job satisfaction. This, he attributes to the better chances for employment men are argued to have, and opportunities to advance in their jobs at a more rapid pace than females.

However, Miller and Wheeler (1992) maintain that women are inclined to be less satisfied in their jobs because they tend to hold positions at lower levels in the organizational hierarchy where pay and promotion prospects are less attractive. Numerous studies across a variety of occupational settings have, however, found no significant gender differences in job satisfaction, despite the fact that women on average have inferior jobs in terms of pay, status, level of authority, and opportunities for promotion (Jones Johnson & Johnson, 2000).

18

2.4.2 Age and job satisfaction of teachers

Regarding the relationship between age and job satisfaction of employees, majority of research suggests that older employees tend to experience higher levels of job satisfaction (Jones Johnson & Johnson, 2000). This difference may be attributed to better adjustment at work, better conditions and greater rewards at work. (Blood et al2002) also support the view that older respondents were more likely to report higher levels of job satisfaction than younger respondents.

In addition, it was argued that older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1997). Brush et al. (1987, cited in Blood et al., 2002) postulated that older workers may have jobs that use their skills better, work under better job conditions, benefit from advancements and promotions, and appreciate fringe benefits more than younger, less experienced workers.

2.4.3 Marital status and job satisfaction of teachers

In the corporate realm, job satisfaction reflects employee vitality. Overall, satisfied workers tend to be more productive than their dissatisfied counterparts because they are less prone to shirking and inefficiency. Preliminary research suggests that marital status may accounts for job satisfaction discrepancy.

John & Ali & Zafar (2006) in their study wherein data were collected from 125 teachers from 33 universities from 4 major cities of Pakistan indicate that married employees are more satisfied as against single employees because married employees have greater family responsibilities and also more satisfied than single teachers.

2.4.4 Experience of teachers and job satisfaction

Research (Jones Johnson & Johnson, 2000) indicates that employees with longer experience have a greater tendency to be satisfied with their jobs than employees with shorter experience. Conversely, Moreover, a study by Chambers (1999) established that employees with longer experience were more satisfied with their work itself as well as their level of pay. From this it might be concluded that satisfaction increases with time and that those benefits that increase in time, such as security and experience, are likely to have an important influence on employee satisfaction.

On the other hand, Lambert et al. (2001) concluded that an inverse relationship existed between experience in the work and job satisfaction. The reason the literature is both inconsistent and

inconclusive in this regard may be because the relationship between these variables depends on the specific organization and how staying on the organization is viewed.

2.4.5 Qualification and job satisfaction of teachers

The level of education and job satisfaction of employees is investigated by different scholars. According to Ting (1997), research is unequivocal with respect to the relationship between job satisfaction and educational level. Proponents (Saal& Knight, 1988) maintain that the relationship between education and job satisfaction is positive in nature.

2.5 Organizational Commitment

2.5.1 Definition of organizational commitment

Definitions of the concept OC include the description by O'Reilly (1989), "an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization". OC from this point of view is characterized by employee's acceptance of organizational goals and their willingness to exert effort on behalf of the organization (Miller & Lee, 2001).

(Cohen 2003) states that "commitment is a force that binds an individual to a course of action of relevance to one or more targets". This general description of commitment relates to the definition of OC by (Arnold 2005) namely that it is "the relative strength of an individual's identification with and involvement in an organization".

(Miller 2003) also states that organizational commitment is "a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization". Organizational commitment is therefore, the degree in which an employee is willing to maintain membership due to interest and association with the organization's goals and values.

in addition, (Morrow 1993) describes organizational commitment as characterized by attitude and behavior. Miller (2003) describes an attitude as "evaluative statements or judgments either favorable or unfavorable concerning a phenomenon". Organizational commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow, 1993). Meyer, Allen and Gellantly (1990) also suggest that organizational commitment as an attitude is "characterized by a favorable positive cognitive and affective component about the organization".

The second characteristic that is used to describe the concept OC is behavior (Morrow, 1993). Best (1994) maintains that "committed individuals enact specific behaviors due to the belief that it is morally correct rather than personally beneficial". (Reichers 1985) is of the opinion that "organizational commitment as behavior is visible when organizational members are committed to existing groups within the organization". Therefore, organizational commitment is a state of being, in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller & Lee, 2001).

The adopted definition for this study corresponds with definitions by Meyer and Allen (1991) mentioned above. According to this definition organizational commitment "is a psychological state that characterizes the employee's relationship with the organization, and has implications for the decision to continue membership in the organization".

2.5.2 Organizational Commitment Model

Meyer and Allen (1991) model proposed a multidimensional organizational commitment construct that involves affective, continuance and normative commitment. The affective commitment reflects employees" emotional ties to their organization and the staffs. It is the degree of emotional attachment to an organization. Employees who have a strong sense of affective commitment will remain in their organization because they want to be part of it (Meyer & Allen, 1991; Meyer et al., 2002).

Normative commitment is related to employees" feeling of obligation to remain in their organization. Employees with a strong sense of normative commitment believe that they ought to be part of the organization for the organization's sake. Employees who have a strong normative commitment feel moral obligation to give service in their organization. Hence, they are willing to stay in their organization until they feel that they pay back their debt (Meyer & Allen, 1991; Meyer et al., 2002).

Continuance commitment, on the other hand, relies on the cost- benefit calculation. Employees remain in their organization, taking in to account economic (payment and promotion) and social costs (friendship and co- workers) of leaving their organization. Employees who have strong continuance commitment likely stay in their organization because they need to be part of it to safeguard their personal benefits (Meyer & Allen, 1991; Meyer et al., 2002). Despite the above scholars showed that organizational commitment has three main components i.e., affective, continuance and normative. This study was only deal with the first two component i.e., affective and

continuance organizational components. Hence Noor and Abdulkarim (2006) conducted factor analysis and conclude that the two components are the critical elements of organizational commitment. So, this study was conducted based on Noor and Abdulkarim (2006) model.

organizational commitment is concerned with the extent to which an individual identifies with the organization (Allen & Meyer, 1990).

2.5.3 Demographic correlates of organizational commitment

There have been a number of studies that have investigated the personal correlates of organizational commitment. Characteristics such as gender, age, marital status, and experience in teaching and educational level have been found to influence organizational commitment; and these variables are considered in this study too.

2.5.3.1 Organizational Commitment and Gender

Similarly with education, the influence of gender on organizational commitment remains unclear. It is indicated that the majority argument appears to be that women tend to be more committed to their employing organization than are their male counterparts (Mathieu & Zajac, 1990). Mathieu and Zajac (1990) indicated that women were more likely to report that they are proud to work for their organization, that their values and the company's values are similar, and that they would accept almost any job offered to them in order to remain with their current employer. Several explanations have been offered to account for the greater commitment of female employees. Mowday et al. (1982, cited in Ebey et al., 1999) maintain that women generally have to overcome more barriers to attain their positions within the organization. They concur that the effort required to enter the organization translates into higher commitment of female employees. There are also researchers, however, failed to find support for a relationship between gender and organizational commitment (Billingsley & Cross, 1992). It may, thus, be concluded that the relationship between sex and is inconsistent.

2.5.3.2 Organizational commitment and age

Concerning the relationship between age and organizational commitment, researchers (Meyer & Allen, 1997; and Luthans, 1992) support the view that the relationship between organizational commitment and age is significant. They indicated that older employees were more committed than younger ones. Still others postulate the idea that, as individuals become aged, alternative

employment opportunities become limited, thereby making their current jobs more attractive (Mathieu &Zajac, 1990).

We can also hypothesize that older individuals may be more committed to their organizations because they have a stronger investment and a greater history with the organization while younger employees are generally likely to be more mobile and to have lower psychological and social investments in the organization. Again, the older employees become, the less willing they are to sacrifice the benefits and distinctive credits that are associated with seniority in the organization. As a result, older employees may exhibit higher commitment to the organization. But it is necessary keep in mind that there may be organizations in which older employees are excluded from different staff benefits causing dissatisfaction and less commitment.

2.5.3.3 Organizational commitment and marital status

Research indicates that married employees have fewer absences, less turnover, and are more satisfied with their jobs than are their unmarried co-workers. Marriage imposes increased responsibilities that may make a job more valuable and important.

Several studies (Fitzmaurice, 2012; Olatunjis and Mokuolu, 2014; Anyango, Ojera and Ochieng, 2013 and Kibkebut, 2013) have been carried out on the relationship between marital status and organizational commitment. Results of the studies have shown that marital status has a continual commitment on the organization with the married group being much happier in their jobs compared to the other statuses.

2.5.3.4 Organizational Commitment and Tenure

The view that, tenure or the length of service in a particular organization has a significant relationship with employees' levels of commitment towards that organization is supported by different researchers. Researchers (Meyer & Allen, 1997) support the view that a positive relationship exists between organizational commitment and tenure. Similarly, (Desalign 2020) reported that there were a positive relationship between tenure and organizational commitment. Some of the possible reasons for the positive relationship between tenure and organizational commitment (Lim et al., 1998) may be resulted from the reduction of employment opportunities and

the increase in the personal investments that the individual has in the organization. This is likely to lead to an increase in the individual's psychological attachment to the organization. However, researchers such as Luthans, McCaul, and Dodd (1985, cited in Lim et al., 1998) failed to find support for the relationship between tenure and organizational commitment.

2.5.3.6 Organizational Commitment and Level of Education

The relationship between employee's educational level and organizational commitment was studied by different researchers and come up with different findings. Luthans et al. (1987) indicated that majority of studies show an inverse relationship between organizational commitment and an individual's level of education. Research maintains that the higher an employee's level of education, the lower that individual's level of organizational commitment (Mathieu & Zajac, 1990). It was further interpreted that the negative relationship may result from the fact that highly qualified employees have higher expectations that the organization may be unable to fulfill. However, Meyer and Allen (1997) indicated that the level of education does not seem to be consistently related to an employee's level of organizational commitment. On the other hand, more educated individuals may also be more committed to their profession. As a result, it would become difficult for an organization to compete successfully for the psychological involvement of these employees, which leads to less organizational commitment (Mowday et al., 1982 cited in Ebey et al., 1999). However, (Billingsley and Cross, 1992) failed to find support for a significant relationship between level of education and organizational commitment.

2.6 Relationship between Organization Commitment and Job Satisfaction

Studies such as those by Angle and Perry (1981) and Mowday et al., (1979) has indicted that job satisfaction has been shown to be significantly related to organizational commitment. Research has reported a significant association between organizational commitment and job satisfaction; however, the causal relationship between job satisfaction and organizational commitment and its effect on turnover intention is often contradictory. (Currivan, 1999; McFarlane et al., 1989). Some studies such as those of Mathieu and Zajac (1990) have found that although organizational commitment and job satisfaction influence turnover intentions, commitment is more strongly correlated to turnover intention than job satisfaction. In Contradiction studies have also found that job satisfaction correlates more strongly with turnover intention than does commitment (Martin & Roodt, 2008; Tett

& Meyer 1993). Currivan (1993) however reported that job satisfaction and commitment have a false relationship due to common determinants. Further studies as those of Price and Mueller (1981), Mathieu and Farr (1991) and Martin and Roodt (2008) concluded that a reciprocal relationship between job satisfaction and organizational commitment exists.

Although research studies on the relationship between organizational commitment and job satisfaction seems to be contradictory (Currivan, 1999) the general agreement is that there is a positive relationship between the two constructs (Eliyana, Yusuf & Prabowo, 2012; Eslami & Gharakhani, 2012; Lumley et al., 2011; Matheiu & Zajac, 1990).

It is thus expected that highly satisfied workers will be more committed to the organization. Supporting this idea, Takle Abebe and Solmon Markos (2016) maintains a significant positive relationship between job satisfaction and organizational commitment of teachers. A Similar result was obtained by Mohammed (2013).

Overall, there is more evidence indicating that job satisfaction influences organizational commitment and is therefore an antecedent of commitment.

2.7 Chapter Summary

Jobs require interacting with co-workers, and leaders or principals, following organizational rules and policies, meeting performance standards, living with less-than-ideal working conditions and the like (Robin and Judge, 2013). Even if job satisfaction has been defined in different ways it can generally be defined as a part of the work environment, impacts on human emotions at work likewise; because the job is a major part of life in the JS overall satisfaction in life is through (Saatchi, 2003).

JS of teachers can be affected by different factors. To mention some, satisfaction with the work itself, satisfaction with pay, satisfaction with promotion and satisfaction with supervision are those commonly mentioned by scholars.

There are numerous models of job satisfaction. These include affect model, dispositional model, equity model, discrepancy model, and two factor theory and job characteristics model. For the purpose of this study Spector's job satisfaction model which includes pay, promotion, supervision,

benefits, contingent rewards, operating procedures, co-workers, nature of the work and communication was adapted and used (Spector 1997).

OC is one of the variables discussed in this chapter. Sheldon (1971) defines it as an attitude or an orientation towards the organizations, which links or attracts the identity of the person to the organizations. OC models and factors affecting OC were also discussed in this chapter. Meyer and Allen (1991) model proposed a multidimensional OC construct that involves affective, continuance and normative commitment.

Finally, the relationship between job satisfaction and OC has been discussed in this chapter. Works of different researchers were reviewed and it was found out that most of the studies agreed that there is a positively significant relationship between them.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

Gulele sub city is one of the sub cities under auspices of the City Government of Addis Ababa on which the study was administered. The study area is located in northern area of the city, near the Mount Entoto and Entoto Natural Park. It borders with the districts of Kolfe Keranio,Addis Ketma,Arada and Yeka sub city.

Geographically the sub city is one of the 11 sub cities of city administration of Addis Ababa, the capital of Ethiopia. Inaddition, the sub city is composed of 10 weredas and has an area of 30.18sq.km with a total population based on the statistical report of the 2007 population and housing results is 284 865 with male 137692 and woman147173(CSA,2007).

The site of the study, Gulele sub city has 6 government secondary school(Entoto Amba, Kechene Debre Selam, Dilber, Medhanealem,Meraf and Genral Taddse Birru secondary schools) and one boarding secondary school namely Etege Menen girls boarding school administered by city administration of Addis Ababa education bureau and 12 private secondary schools.

The total secondary school student enrolled in the sub city both public and private on 2020/2021 academic calendar is 16904 of which male 7792 and female 9112, thus total student evolved in government secondary school is 12375.

3.2 Research design

Descriptive survey research design under the mixed methods approach to generate data about the current conditions of JS and OC among government secondary school teachers in Gulele sub city was employed. Dornyei (2011), descriptive survey research design involves the collection or analysis of both qualitative and quantitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process. The researcher used both quantitative and qualitative studies to triangulate the data following instruments that can make to insure the validity and reliability of the research

3.3 Research Approach

According to Creswell (2003), there are three basic types of research approaches; quantitative, qualitative and mixed approach. Mixed approach is especially useful in understanding contradictions between quantitative results and qualitative findings. This approach is developed based on the philosophy of pragmatism in which there exists multiple viewpoints like biased and unbiased also subjective and objective. Thus, by referring the research objective and research question, mixed research approach was employed in the study.

3.4 Sources of Data

The quantitative and qualitative type of data was employed to get reliable information by specifying objectives of the study through standardized questioner and interview. With regard to data sources, both primary and secondary sources of data were employed.

 Primary data was collected from the total six-government secondary schools teachers selected through simple random sampling and principals using purposive sampling. In this research basically, primary data source was employed to gather first-hand information to achieve the objectives of the research.

The researcher used secondary data that included different books, journals, articles, various documents, brochures and other manuals as secondary sources of data. Additionally, reports related to teacher's job satisfaction and organizational commitment was reviewed.

3.5. Population of the study

Marczyk et al 2005) defined a population as encompassing "the total collection of all members, cases or elements about which the researcher wishes to draw conclusions." The population for this research included all government secondary school teachers and principals of the school in Gulele sub city administration.

In Gulele sub city there were six government secondary schools and a total of 704 teachers were permanently employed of which 115 teachers are females, 589 males and also the sub city secondary schools are governed by 6 principals.

3.6 Sampling size and sampling Technique

In the study all six schools were included in the study with purposive sampling in order to get more reasonable quantitative result, with these six secondary schools, based on the data gathered by Gulele sub city administration office there were704 total number of teachers in 2020/2021 academic calendar, from the source of population of the sub city education office to manage the population simple random sampling technique was applied to give equal opportunity for all teachers.

The researcher was adopting the survey type of research in which samples from target population used for the study. Yemane (1992) provides a simplified formula to calculate the sample size. The sample was computed based on the formula

$$\underline{\quad n=N}$$

$$1+N(e^2)$$

Where n=size of sample

N=population size

E=maximum tolerable sampling error5%

n=704/ (1+704(0.05*0.05)) =255

Based on this formula 255 sample were selected from the target population of 704.

Table3. 1 sample school included in the study with their respective population and sample of teachers

No	Name of secondary school	Teachers	
		Population	Sample
1.	Entoto Amba	183	66
2.	Dilber	102	40
3.	Medhanealem	159	57
4.	Mearaf	71	25
5.	Kechene	92	33
6.	Gen.Tadse Birru	97	34
	Total	704	255

Source: Gulele sub city education office 2020/2021 data

Simple random sampling technique was used to select the participant under the sub city, which gives an equal chance to all participants to be selected as a sample.

3.7 Data Collection tools/ instruments

Based on the objectives of the study, the necessary data were collected using questionnaire, interview, observation and document analysis. Using different data collection tools are important to assure the reliability of data collected using different instruments measuring the same variable.

3.7.1 Questionnaire

Questionnaire was one of the instruments that were used to collect data for this study. It enabled the researcher to collect a large quantity of information in a relatively short period of time. It also used to collect data from large groups of subjects with a short period of time for it would be easy to administer on a number of subjects in one place at a time. It was employed to collect data regarding job satisfaction and organizational commitment in GSGSS and adopted from Specters (1994) job satisfaction survey (JSS) and organizational commitment questioner (OCQ) (Meyer &Allen, 1990). The questionnaire has three main parts. These are background information, job satisfaction and organizational commitment level. The background questionnaire collects data regarding sex, age, marital status educational status and service years of the teachers.

Job Satisfaction Questionnaire

The job satisfaction questionnaire was adapted from (Spector1994) job satisfaction survey. The instrument has a total of 36 items with six alternatives that ranges from agree very much up to dis disagree very much. The instrument has nine (9) sub items i.e., pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. Each sub-scale is measured through four items in the instrument. The instrument has a total reliability of 0.91 measured by Cronbach alpha. The following table summarizes subscales, items measure the subscales and the description what each sub scale measures.

Table 3.2: Facets of JS and its description

Facets of the job satisfaction	Item numbers that manage the facets of the job satisfaction	Description of the facets of job satisfaction
Pay	1, 10, 19, 28	Pay and remuneration
Promotion	2, 11, 20, 33	Promotion opportunities
Supervision	3, 12, 21, 30	Immediate supervisor
Fringe Benefits	4, 13, 22, 29	Monetary and nonmonetary fringe benefits
Contingent rewards	5, 14, 23, 32	Appreciation, recognition, and rewards for good work
Operating conditions	6, 15, 24, 31	Operating policies and procedures
Coworkers	7, 16, 25, 34	People you work with
Nature of work	8, 17, 27, 35	Job tasks themselves
Communication	9, 18, 26, 36	Communication within the organization
Total	1-36	Total all facets

According to Spector (1994) from the total number of 36 items which measures job satisfaction level with six range alternatives scores range from 36-108 indicates dissatisfaction, from 144- 216 shows satisfaction and ranges from 108-144 indicates that the workers are ambivalent (undecided).

All the items were found reliable during pilot test. The pilot test was carried out on 32 people (20 males &12 females) who were not included in the actual sample. The total reliability of the items was found 0.815 measured by Cronbach alpha. So, 36 items were used to collect data in the actual study.

Organizational commitment Questionnaire OC has different components. These are affective, continuance and normative components. However, for the purpose the two components i.e., affective and continuance commitments were, considered in this study. These components were, considered as critical elements of OC (Noor & Abdulkarim, 2006). So, 17 items which measures affective and continuance OC were adapted and used in this study. The instrument had a total

reliability of 0.7 measured by Cronbach alpha. The instrument had a total number of eight (8) items which measures affective commitment and 9 items which measures continuance OC with six alternatives which ranges from disagree very much to agree very much.

3.7.2. Key informant Interviews

Interview was one of the instruments used in this study to complement the data. It was conducted with all the principals of government secondary schools purposively in order to get different perspective from the leader. The interview items were prepared to examine the relationship between teacher's job satisfaction and their OC. Moreover, the researcher tried to collect depth data on different factors that influence teachers' JS and their OC. This helped the researcher to dig out in-depth information from the principals of the secondary school related the relationship between job satisfaction and OC.

3.7.3 Observation checklist

Participant's observation is a period social interaction with the researcher in the participant's environment. During observation, detailed field notes were taken to record the setting, purpose, social behavior, frequency and duration of behaviors associated with job satisfaction and organizational commitment. The observation included the status of offices, departments, cafeterias and different recreating area of government secondary school of Gulele sub city.

3.7.4 Document analysis

Document analysis is one of the instruments of data collection used in this study. Here, documents containing teachers' turnover, misbehaviors and action taken over a series of years were analyzed to triangulate it with the results obtained through primary data sources, mainly with those related to the levels of teachers' job satisfaction.

3.8 Pilot Test

Piloting has paramount importance for sitting out the difficult, vague, and ambiguous items and concepts. It is one of the best ways for improving the instruments for data collection. After preparation, the instruments were tested to check whether they can generate the desired information and to judge their internal consistency. Therefore, the school where the pilot testing was applied, Etege Menen Girls boarding secondary school was used as pilot. As pilot test participants 32

teachers, one principal was administered to the participants with additional sheets, and they are asked to write any comments, suggestions regarding the clarity of language, and terms, spelling and grammar, depth and breadth of questions, to check the relevance, clarity and chance of ambiguity of each item in the questionnaire. Then, based on the feedback obtained, the necessary modification was made for the actual usage by the researcher.

3.9 Data Analysis

After the questionnaires were collected all incomplete items were filtered and only properly completed items were included in the analysis, from 255 questioner dominated to schools 246 were returned. All negatively stated items were reversely scored. After this, all the data were entered in to SPSS version 23(Statistical Software Package for Social Sciences). The data were analyzed using correlation; single sample t-test and independent t-test were used in the current study. In addition, one to one structured interview with the principals of the school was taken by recording the process and organize group for analysis by using transcribing techniques.

3.10 Ethical Considerations

Ethical issues exist at any stage of research process and were addressed from the beginning to the final reporting. It is obvious that ethical consideration is crucial as other aspects in the process of conducting research for the reason that it significantly affects successful accomplishment of the study.

An assurance was given to the teacher those respond the questions that their names should not be disclosed in the questionnaire and research report. The researcher gave assurance for the respondent that this questionnaire used for academic purpose only. As Oliver (2003) noted, a central feature of social science research ethics is the principle that the participants should be fully informed about a research project before they agree to take part. This principle that governs ethics of the research applied on the process of data collection of the research.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter results in relation to background characteristics of participants, differences in job satisfaction and OC based on the background character of participants, workers' level of job satisfaction and OC and their correlation were presented. Finally, the result obtained through regression and step wise regression to predict teacher's level of OC using components of JS as predictor variables have been presented.

4.2. Characteristics of Respondents

In order to have a clear understanding of the participants of the study, back ground information was collected and analyzed hereunder. Table 4.1: sex, marital status, educational level, service in the education and age of the respondent presented here under.

Table 4.1. Demography, Educational status, and Service year of the respondent.

variables	Group	Frequency	Percent
sex	Male	185	75.2
	Female	61	24.8
	Total	246	100
Marital	Married	157	63.8
	Unmarried	89	36.2
	Total	246	100
Educational status	First degree	148	60.2
	Masters	98	39.8
	Total	246	100
Service year	2-10	99	39.8
	11-20	105	43.1
	21-30	29	11.8
	31-40	13	5.3
	Total	246	100

Age of teachers	20-30		78	31.7
	31-40		133	54.1
	41-50		31	13.6
	Above 50		4	1.6
	Total		246	100
Educational status	First degree	male	105	70.9
		female	43	29.1
		total	148	100
	Masters	male	80	81.6
		female	18	18.4
		total	98	100

Source: (Own survey 2021)

Table 4.1 above shows a total of 246 participants participated in this study, of which 75.2% of participants were male teachers and the remaining 24.8% were female teachers. Regarding age of participants the majority, 31.7%, were in the age range of 20-30 the majority of teachers lied on the age range of 31-40 with 54.1% in addition the age limit of 41-50 had 13.6% while the minority, 1.6% were above 50 years old. The data showed that most of the teachers at the school are below age 40. This may be a good opportunity to the school to introduce best practices at the school because this age group is easily vulnerable to change and accept reforms without much resistant.

As indicated in the table 4.1 above most of the respondent 63.85% of teachers were married and with variety of experience from 2-10 years'39.8% experience to above 31 years of experience, from the sample 43.1% of the sample were an experience within the range of 11-20 years of service.

Regarding the educational level of the sample most of the teachers 60.2% of the teachers were first degree holders the rest of the teachers 39.8% were second degree holders, furthermore, when the educational status described by gender from the table 4.1 shown 70.9% of first-degree holders were male teachers and 29.1% were female.

The educational status with second degree from table 4.1 indicated that 81.6% male teachers and 18.4% female teachers were with second degree holders.

4.3 Teachers' job satisfaction in GSGSS

In order to examine teachers' attitude of the feelings of the job, a standard questionnaire of (Spector 1994) was employed with nine facets of job satisfaction. The data collected in such a way that indicates teacher's level of satisfaction in each facet and their overall satisfaction. Therefore, the overall satisfaction of teachers ranged from one to six, Table 4.2 represents teachers' overall satisfaction in GSGSS.

4.2 tables indicate mean, standard deviation, the minimum and maximum of the entire population in relation to overall job satisfaction.

Table4.2: summery of teacher's overall JS

N	Min	max	mean	Std deviation
246	**2.2**	**4.67**	**3.46**	**0.67**

Though there are no specific cuts for scores to determine individual is satisfied or dissatisfied, by specters 1994 implication two approaches of labeling satisfaction and dissatisfaction the first approach is normative by comparing one level of satisfaction over another, and the second approach of absolute approach what matters is number which cut satisfaction and dissatisfaction.

Therefore, the job satisfaction questionnaire in this study uses 6-point scale (disagree very much=1, disagree moderate=2,3= disagree slightly, 4=agree slightly, 5=agree moderate and 6=agree very much) by using standardized questionnaires of Specters 1994.

Moreover, according to Sectors 1994 from the total 36 items which measure job satisfaction level with six range alternative scores range from 36-108 indicates dissatisfaction, from 144-216 describe satisfaction and when the employer ranges from 108-144 state of ambivalent.

Hence, the mean score represents the average value of the respondents, if the mean score greater than the mid-point the ends to satisfaction and if it is below the mid-point the representation was for dissatisfaction after negatively worded items are reverse coded.

From the table 4 shown the overall job satisfaction (mean=3.46) which is 48% of the teacher slightly higher than the boundary (neither satisfied nor satisfied) at which teachers act ambivalently.

Teachers with mean value less than 3 was around 16.7% was clearly dissatisfied from the data collected from the respondent and those 73.5% of teachers oscillates in between satisfaction and dissatisfaction as shown in table4.2 on other hand 9.8% of teachers was on the status of satisfaction as appendix (c) I shown based on standardized questioner on sectors 1994.

Table 4.3: The Percentage of Teachers across Different Levels of Dissatisfaction and Satisfaction

Dissatisfied	Undecided	Satisfied
Mean value less than 3	Mean value greater 3 and less than 4	Mean value Greater than 4
16.7	73.5%	9.8%

4.4 Teachers' satisfaction in each facet of the job

Table 4.4: teachers 'overall JS in each facet

Facets of job satisfaction/overall satisfaction	Mean	Standard deviation
Pay	2.9	0.74
Promotion	3.1	0.71
Supervision	3.2	0.75
Fringe benefit	2.8	0.86
Contingent reward	2.8	0.66
Operating condition	4.1	0.64
Coworker	4.00	0.80
Nature of work	4.00	0.88
Communication	4.03	0.65
Overall satisfaction	3.46	0.67

As shown in table 4.4 coworker, operating condition, nature of work and communication have a higher mean values with respect to the other facet of job satisfaction (mean=4.00, SD=0.8), (mean=4.10,SD=0.64),(mean=4.00,SD,0.88) and (mean=4.03,SD=0.65) respectively and also from the facet of job satisfaction the teachers were not satisfied from fringe benefit(mean=2.80,SD=0.86), pay(mean=2.9,SD=0.74) and contingent reward (mean=2.80,SD=0.66) undecided with supervision (Mean=3.22,SD=0.75) and promotion (mean=3.1,SD=0.71).

On comparison on the mean score promotion and supervision sat average level of job satisfaction which indicate on the level of ambivalent which means not totally unsatisfied but not satisfactory.

From the interview the school agreed on unsatisfactory practice of supervision and said;

''The teachers in the school didn't satisfied with the practice of supervision in the school because of the practice was not enhance teacher's job satisfaction due to the pandemic covid 19 prohibit from face-to-face interaction and lack of basic supervisory skills adapted for the covid 19.''

Research indicated that the quality of the supervisor-subordinate relationship will have a significant, positive influence on the employee's overall level of job satisfaction (Luthans, 1992).

The findings indicated in table 4.4 that the teachers in government secondary schools of Gulele sub city are more satisfied with operating function such as good school level rule and regulation, coworker, nature of work and communication.

Operating conditions is a factor that has a moderate impact on the employee's job satisfaction (Luthans, 1992: Moorhead & Griffen, 1992). According to Luthans (1998), if people work in a clean, friendly environment, they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks.

Relationships with coworkers includes such items as whether the job permits chances to make friends, whether coworkers are friendly and helpful and whether one's coworkers take a personal interest in him/her. Valuation of this dimension reflects a worker's desire for the satisfaction of social needs from the work activity (Kalleberg, 1977). This means that the job of teaching in the school satisfies them by permitting chance to make friends, coworker friendly and coworker taking a personal interest in him/her. Present finding is in line with finding of Lacy & Sheehan (1997) who identified that one of the major interpreters of job satisfaction is the relationship with coworkers. So,

the teachers having good relation with their colleagues can have a higher level of job satisfaction as table 6 indicate the mean value of coworker 4.00 and ranged on satisfaction level.

The nature of work the table 4.4 shown on level of satisfaction which means the school gave a chance for the teachers to make their teaching profession enjoyable, meaningful and creative.

Baron (1991) states that work which satisfies the need of employees is work providing opportunity to use one's value skills and creativity.

Effective communication can help you decrease moral problems and stay satisfied that you are in the loop and part of the team. Good communication affects the staffs and help to build strong job satisfaction, in relation with our finding from table 6 the teachers in the sampled school was satisfied or the schools was in satisfied condition in terms of communication system, in making the goals of the school as clear as possible and by displaying every new activity of the school.

Edward Miles, Patrick, King Jr. (1996), cited in Kumari (2011). Richards (2004) found that teachers had high levels of job satisfaction when the management valued them as professionals, were accessible, supportive, fair, honest, and trustworthy.

The teachers in government secondary school of Gulele sub city were less satisfied with pay they receive. Also, the GSGSS were not satisfied with fringe benefits indicating that the benefits they received for the work they do were minimal. They were also less satisfied with the chances of contingent rewards and promotion indicating less appreciation they received for the work they do and wait in the promotion as shown in table 4.4.

As the interview taken from the principals:

Teachers with the present cost of living could not overcome the high economic burden and they are unable to accomplish the daily expenses. The rising costs of food items, transportation costs, and so on, are out of their control. The teachers' benefits and incentives were insufficient when we see with other government employees and lack additional incomes in school to compensate for additional job in the school. This all problems were leaded teachers in mood dissatisfaction.

Previous research (Voydanoff,2018) has shown that monetary compensation is one of the most significant variables in explaining job satisfaction. In their study of public sector managers, Taylor and West (1992, cited in Bull, 2005) found that pay levels affect job satisfaction, reporting that those public employees experienced lower levels of job satisfaction.

Teachers was satisfied with coworker, nature of work, communication and operating conditions addition operating condition and nature of work obtained the highest mean score on the other hand the teachers were extremely dissatisfied with fringe benefit, pay and contingent reward.

In an organization where teacher's needs are met in terms of pay, firing benefits, promotion, reward and recognition teachers would be satisfied and for that matter have positive feelings or attitudes toward their job.

When this happens, teacher's satisfaction would influence their performance thereby increasing their productivity level and reducing turnover intention as well as actual turnover. The reverse would be the true if their needs were not met.

The level of the overall job satisfaction of teachers with mean score of 3.46 and it be concluded that most of the respondent of the sub city government secondary school on the level of ambivalent with not deciding whether satisfied or dissatisfied.

4.5 Organizational commitment of teachers in GSGSS

OC plays a significant effect on improving the services given by the organization to satisfy its customers" needs (Jaskyte and Lee,2009). Although OC has three main components namely affective, continuance and normative, this study deal with the only first two components, i.e., affective and continuance organizational components. (Noor & Abdulkarim2006) conducted factor analysis and conclude that the two components are the critical elements of OC. So, this study was conducted based on this model. So, the result was presented along the two main components of organizational commitment specifically and integrating the two components to determine the overall OC of government secondary schoolteachers in Gulele sub city Teachers' total feeling as well as their level of commitment in each component is presented below in Table 4.5and 4.6consecutively.

4.5.1 Organizational commitment of teachers

The total OC indicates the aggregate of teachers' affective, continuance commitment scores. The analysis in table 4.5 presents teachers' overall feelings towards GSGSS as an organization.

Table 4.5: overall OC of teachers

N	Minimum	Maximum	Mean	SD
246	**2.88**	**4.88**	**3.93**	**0.41**

Table 4.5 above is the mean, standard deviations, minimum, and maximum scores for the entire population in relation to overall organizational commitment. The mean statistic 3.93 with standard deviation 0.41 shows that the overall organizational commitment of teachers is moderate referring teachers in the secondary school manifested medium level of commitment. Teachers with the mean score between 3 and 4 categorized under ambivalent (undecided) and mean score greater than 4 were considered as committed for the organization whereas the mean score below 3 is considered as not committed in this study.

4.5.1.2. Organizational commitment of teachers in each component

Since the two components of OC (affective and continuance commitment) have their own distinct natures and implications, it is necessary to examine teachers' level of commitment with regard to the two dimensions used in this study. Hence, it could be possible to understand which form of OC is being exhibited by majority of teachers; and for what purpose teachers in GSGSS were being committed. Table 4.6below presents teachers' level of commitment in each component of OC only affective OC and continuous OC was explored for this study.

Table 4.6: OC of teachers

Variables	N	Mean values	Standard deviation
Affective organizational commitment	246	3.96	0.48
Continuous organizational commitment	246	3.90	0.44
Total organizational commitment	246	3.93	0.41

Mean score 3.96 for affective commitment is higher than continuance commitment the mean scores for =3.90. The mean scores in affective commitments and continuance commitment evidenced that teachers in the secondary school experienced slightly higher affective commitment (needed based) and continuance commitment resulted from the associated costs of leaving as shown in table 4.6. Majority of teachers manifested affective commitment followed by continuance commitment. The

standard deviations 0.48 and 0.44 are shown teachers' scores in the two components of OC were not as such deviated from the mean.

Relatively higher mean value score in affective organizational commitment when compare with continuance organizational commitment, this means that teachers considered themselves as identified with the schools and its goals.

It is possible to conclude that being not committed affectively means, just doing the tasks assigned by the school for the sake of maintaining employment agreements. Since affective commitment is conceptualized as "an individual's attitude towards the organization, consisting of a strong belief in, and acceptance of, an organization's goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization" (Mowday et al., 1982 cited in Eby et al., 1999:464), due consideration is needed to improve teacher's affective commitment and continuance commitment as table 4.6 shown the mean of commitment was medium level.

The data obtained from the interview and document analysis depicted that teacher were sometimes absent from the class without appropriate evidence, leave the class early and complaining about lack of interest for learning of students, additionally from observation the teachers were not satisfied on the ICT infrastructure and the staff was not equipped well.

4.5.1.3. Differences of organizational commitment as a result of sex and educational level.

In this study, Sex and educational level of employees were controlled to see whether they have had a differential impact on overall organizational commitment of teachers in GSGSS. Table 4.7 below presents the summary of teachers' organizational commitment by sex and educational level.

Table 4.7: Summary of OC by sex and level of education

Variable		N	Mean	median	Std deviation
Sex	female	61	3.83	3.82	0.44
	male	185	3.96	3.94	0.40
Educational status	First degree	148	3.92	3.94	0.40
	Master's degree	98	3.94	3.94	0.42

The analysis in Table 4.7 above shows the mean score for male teachers is found to be higher than their counterpart females (mean=3.96, SD=0.44) and (mean=3.83, SD=0.40) respectively. The median statistics also showed that 50% of female teachers overall organizational commitment scores around 3.82 whereas the median score for male teachers = 3.94 is relatively higher. Using the median and also the mean of teachers in table 4.7 shows the mean value of male a little bit higher than male. The status of educational level demonstrated that no such differences between first degree and master's degree holders. The mean score of overall organizational commitment for first degree holders (mean = 3.92) and also master's degree holders also scored (mean=3.94). The median, which indicates where 50% of the group's scores fallen, is also similar 3.94 for the status of both level of education as shown table 4.7

4.5.1.4 Summery of organizational commitment on age, service and marriage of teachers

Table 4.8: summery of OC on age, service and marital status of teachers

Variables		N	Mean	median	Std deviation
Age	20-30	78	3.96	3.94	0.44
	31-40	133	3.91	3.94	0.40
	41-50	31	3.93	3.94	0.36
	Above 50	4	3.88	4.00	0.47
Marital status	married	157	3.87	3.88	0.41
	unmarried	89	4.02	4.00	0.40
Service	2-10	78	3.98	3.97	0.41
	11-20	133	3.85	3.88	0.44
	21-30	31	4.00	4.05	0.32
	31-40 and above	4	3.96	3.94	0.47

From the table 4.8 shown above on all age scale the overall OC of teachers are at moderate level, additionally 31.7% of the respondents age 20-30 has the highest mean value (mean=3.96, SD=0.44) besides most of 54% of the respondent with age scale of 31-40 ranged with mean score of (mean=3.91, SD=0.53) on the other hand age limit 41-50 and above 50 years of age has mean value 3.93 and 3.88 respectively with second highest and lowest mean score respectively.

The marital status the study has over all grand mean value between 3.00-4.00 on both married and unmarried teachers, independently unmarried teachers with 36.2% of teachers scored higher value of mean score (mean=4.02, SD=0.53) and 63.8% of teachers have a mean value 3.87.

Service of teachers in teaching determine the OC (Mathieu & Zajc,1990), as table 4.8 shown different service of teachers has got different mean value which shows length of service is a determinant variable.

From table 4.8 shown service year of 21-30 have a higher mean value (mean= 4.00, SD=0.32) and service years of 2-10 had (mean value=3.98, SD=0.41) and the median was 4.05 and 3.97 respectively. Teachers with service year of 31-40 had a mean value above overall mean value of organizational commitment which is 3.96 and the second smaller service 11-20 years of service the level of commitment was small (mean=3.85, SD=44) and the median 3.88.

4.5.1.5 The relationship between facet of JS and OC

The facet of the job satisfaction such as pay, promotion supervision, fringe benefit, contingent reward, operating function, coworker and communication determine the status of job satisfaction.

Table 4.9: the relationship between facets of job and OC

Facets of job satisfaction	Total organizational commitment
Pay	0.225**
Promotion	0.289**
Supervision	0.245**
Fringe benefit	0.313**
Contingent reward	0.157*
Operating condition	0.205**
Coworkers	0.382**
Communications	0.065
Nature of work	0.294**

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

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

As depicted from the table all the facet of job satisfaction except communication significantly related with organizational commitment.

Result of table 4.9 exposed that coworker, fringe benefit and nature of work had the highest significant level (r=0.382, p<0.01), (r=0.313, p<0.01) and (r=0.294, p<0.01) respectively.

Similarly, the relationship between facets of promotion (r=289, r<0.01) and organizational commitment was significant, as the school apply the promoted construct of the school frequently the teachers in the school get committed.

the positive significant relationship observed between contingent reward and operating function unlike communication as facets of satisfaction associated with organizational commitment but not statistically (r=0.065, p>0.05). This study is in line with Birhanu (2018) and Takle Abebe & Solmon Markos (2016) the facets of job satisfaction are positively related with organizational commitment.

4.5.1.6 The relationship between JS, demographic variables and OC

One of the research questions raised in this study was about the association of relationships that would exist between job satisfaction and the selected demographic variables (age, gender, experience in teaching, and educational level) of teachers in GSGSS. So as to deal with this question, zero order Pearson's correlation was employed and the results are presented in Table 4.10 below.

Table 4.10: correlation matrix experience, age, JS and OC of teachers (n=246)

	Exp	OJS	AF	CC	OOC
Age	.556[**]	- 0.18	-0.48	- 0.26	-0.42
Exp		-0.36	-0.68	-0.29	-0.21
OJS			0.446[**]	.260[**]	0.395[**]
AF				0.587[**]	0.888[**]
CC					0.893[**]
OOC					

Note; Exp= experience of teachers; OJS =overall job satisfaction; OOC=overall organizational commitment; AF=affective commitment; CC=continuous commitment; Age; age of teachers

· [**]**Correlation is significant at the 0.01 level (2-tailed)**

There have been a number of studies investigated the personal correlates of OC. Characteristics such as age, educational experience, and job satisfaction have been found to influence OC. Previous studies showed that age ((Meyer & Allen, 1997; Luthans, 1992), educational experience (Desalign 2019; Meyer & Allen, 1997) have a significant relationship with employees' organizational commitment. As a result, these variables were examined in the current study to see whether a significant relationship could exist.

The results in Table 4.10 showed that, there is statistically significant positive relationship between teacher's job satisfaction and overall organizational commitment (r=0.395, p<0.01). This means that as the job satisfaction of teachers positively increases the OC of teachers also increases positively.

The interview from the principal 03 was said that:

Most of teachers did not want to continue in teaching profession because of lack of benefits and costs that related to stay in the profession. They want to change other sector and other better income benefiting jobs relatively better than from teaching. A few teachers wanted to remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs.

Table 4.10 depicted that as the job satisfaction of teachers increases the affective commitment and continuous commitment of teachers also increases, (r=0.446, p<0.01) and (r=0.260, p<0.01) respectively.

Table 4.10, also shows that there is no significant relationship between age of teachers and job satisfaction (r=-0.18, p>0.05) and between experience of teachers and their level of job satisfaction (r=-0.36, p>0.05). This shows that in the sampled school, age and experience in teaching is not significant determinant of job satisfaction.

This entails that in the sampled schools, age and teaching experience of teachers are not significant determinants of teachers' job satisfaction.

4.6 Demographic Variables and Teachers JS

4.6.1 Gender and teacher's JS

An independent t-test was employed to examine whether or not there is significant difference between male and female teachers in their level of job satisfaction. Table 4.11 shows the difference between male and female teachers in their level of JS.

Table 4.11:an independent t-test on gender and JS (n=246)

Variable	Male		N	Female		n			
Gender	mean	SD	185	mean	SD	81	Df	t	Sig(2-tailed)
	3.5	.44		3.3	.54		87.7	2.6	0.10

Significance levels. * p < .05 and ** p < .01

Table 4.11 shows male (mean=3.5, SD=0.44) and female (mean=3.3,0.54) that there is no statistically significant difference between male and female teachers that shows this difference.

 (87.7) =2.6, p (0.10), p>0.05 between male and female teachers and no significant difference between male teachers and female teachers in their level of job satisfaction.

In the sampled schools the job satisfaction of male teachers was better than the female teachers as shown in table above in table 4.11.

The literature with respect to the relationship between gender and job satisfaction is also inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied, yet other studies find no significant difference between the genders (Mortimer, Finch and Maryyama, 1999). Souza – Poza (2003) found that women's satisfaction has declined substantially in the past decade, whereas men's job satisfaction has remained fairly constant.

4.6.2 Marital status and teachers JS

An independent t test was employed weather a status of teacher's marriage determines the level of job satisfaction

Table 4.12: an independent t-test on marital status and JS (n=246)

Variable	Married		N	Unmarried		n			
Marital status	mean	SD	157	mean	SD	89	Df	t	Sig(2-tailed)
	3.46	.48		3.45	.45		244	1.49	.882

Significance levels. * p < .05 and ** p < .01

From table 4.12 the mean value of married teachers (mean=3.46, SD=.48) are a little bit greater than unmarried one (mean=3.45, SD=.45) shows higher job satisfaction exhibited in married on as compared to unmarried one.

The result from table 4.12 shows that statistically no significant difference between married and unmarried teachers in the sampled school t (244) =1.49, p (.882), p>0.05.

4.6.3 Qualification of teachers and JS

Table 4.13: an independent t-test on level of education and JS (n=246)

Variable	First degree		N	Second degree(masters)		n			
Qualification	mean	SD	148	mean	SD	98	Df	t	Sig(2-tailed)
	3.49	.49		3.41	.46		244	1.175	.241

Significance levels. * p < .05 and ** p < .01

The level of job satisfaction of first-degree holder (mean=3.49, SD=.49) in the sampled school higher than second degree holder (mean=3.41, SD=.46) in table13 shown though both of them in the range of ambivalent.

Level education of education of the two groups in the independent t-test shown that no difference between the two t (244) =1.175, p (.241) p>0.05. this depicted that the level of education was not significance for the job satisfaction of the teachers in the sampled school.

Research is unequivocal with respect to the relationship between job satisfaction and educational level (Camp, 2004; Ting, 2007; Loscocco, 2000; Vorster, 2002). Some proponents (Saal and Knight, 2004) maintain that the relationship between education and job satisfaction is positive in nature. Gazioglu and Tansel (2002) observe that those with degrees and postgraduate holders had lower levels of job satisfaction compared to individuals with lower levels of education. (Lark and Oswald,2006) argue that due to expectation differentials between different levels of education and job satisfaction is unclear. Conversely, Lambert et al (2001) found education to have no significant effect on job satisfaction. Research (Ting, 2007) indicates that education has no effect on the satisfaction of government employees.

4.7 Demographic variables and OC of Teachers

4.7.1 Gender and OC

An independent t-test was employed to examine whether or not there is significant difference between male and female teachers in their organizational commitment. Table 4.14 below shows the difference between male and female teachers in their organizational commitment.

Table 4.14: gender and OC of teachers(n=246)

variable	male		N	female		n			
Gender	mean	SD	185	mean	SD	81	Df	t	Sig(2-tailed)
	3.96	.40		3.83	.44		244	2.18	0.03

Significance levels. * p < .05 and ** p < .01

49

As shown in the table 4.14 above the organizational commitment of male teachers (mean=3.96, SD=.40) in sampled school was more than female teaches (mean=3.83, SD=.44) sampled from Gulele sub city government secondary school teachers.

The independent t-test confirms the difference between male and female teaches in level of the organizational commitment statistically significant t (244) =2.18, p (0.03) p<0.05.

This shows there is a significant difference in organizational commitment between male and female teachers in the sampled secondary schools.

4.7.2 Marital status and OC of teachers

Table 4.15:an independent t-test on marital status and OC (n=246)

Variable	married		N	unmarried		n			
Marital status	mean	SD	157	mean	SD	89	Df	t	Sig(2-tailed)
	3.87	0.41		4.02	0.40		244	-2.74	.0.07

Significance levels. * p < .05 and ** p < .01

Table 4.15 shows the relationship between marital status and organizational commitment of the sampled schools, from the table the organizational commitment of married teachers and unmarried teachers were (mean=3.87, SD=0.41) and (mean=4.02, SD=0.40) respectively.

Table 4.15 indicates that the difference between organizational commitment of single and married teachers was not statistically significant t (244) =-2.74 p (-0.07) p>0.05.

The marital status as shown from table 4.15 shows the marital status was not significant determinant of teacher's organizational commitment in the given sampled government secondary schools.

4.7.3 Qualification of teachers and OC

An independent t-test was employed to test weather first degree holder teacher and second-degree holder teacher in their level of commitment of the organization as shown in table 4.16 below.

Table 4.16:an independent t-test on level of education and JS (n=246)

variable	First degree		N	Second degree(masters)		n			
qualification	mean	SD	148	mean	SD	98	Df	t	Sig(2-tailed)
	3.92	.40		3.94	.42		244	-.482	.630

Significance levels. * p < .05 and ** p < .01

Table 4.16 shows the range of the OC of first-degree holder and second-degree holder (mean=3.92, SD=.40) and (mean=3.94, SD=.55) the second-degree holder with higher commitment than first degree holder.

From table 4.16 the mean difference of the first-degree holder and second-degree holder in their level of organizational commitment was not statically significant t (244) =-0.482 p (.630) p>0.5.

Qualification of teachers in the sampled school was not a determinate factor for the difference in organizational commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This part of the study deals with detail summery of findings of the study, the general conclusion drawn based on the findings of the study, and forwarding recommendations, which assumed useful to enhance the teacher's job satisfaction and its relationship with OC of teachers in Gulele sub city.

5.2. Summary of Finding

The main objective of the study was to investigate the relationship between job satisfaction and OC of government secondary school teachers in Gulele sub city.

Accordingly, the following research questions were addressed in the current study.

1. To explore the level of organizational commitment and job satisfaction of teachers in GSGSS.

2. To examine if there is significant relationship between OC and job satisfaction of teachers in GSGSS

3. To examine the demographic variables (gender, age, marital status, teaching experience, educational level) are associated with teachers' job satisfaction and organizational commitment.

To this end, research data were collected from six government secondary schools this means all of the government schools and246 (185 males and 61 females) randomly selected participants through questionnaire and interview. An independent t-test and Pearson product correlation techniques were used to analyze the data. Based on these techniques the following results were found.

The overall job satisfaction level of teachers was not satisfactory oscillates between satisfaction and satisfaction. Despite the quantitative data indicates teachers observed a certain value of job satisfaction, the qualitative data assured from the interview that most the teachers were not satisfied. Moreover, the quantitative data also indicated that teachers were more dissatisfied with their payment with mean value(2.9), fringe benefits mean value (2.8) and contingent reward mean value (2.8) by the standardized questioner of (spectors 1997).Moreover the qualitative data assured the reason behind the dissatisfaction was the question of payment and promotion practice of the school.

The Oc of teachers in government secondary both in terms of affective commitment and continuance commitment was moderate with mean value 3.93 and ranged as slightly committed to the organization.

The relationship between components of job satisfaction and Oc was found statistically significant. Most of job satisfaction components (pay, promotion, supervision, fringe benefit, contingent reward, operating conditions, coworker and nature of work) were found statically significant in predicting teacher's Oc. On the contrary to other studies communication part of the job satisfaction wasn't significantly related to the organizational commitment the GSGSS.

Result of t-test revealed that no significant difference was observed between job satisfaction and gender, marital status and qualification of teachers, with similar observation marital status and qualification of teachers hadn't a significant relationship with OC of the organization.

The result of the study revealed that gender was significantly determine the organizational commitment of teachers and the overall mean value of the organizational commitment of male teachers (mean=3.96) greater than female teachers (mean=3.83).

5.3. Conclusions

The study examined the relationship between job satisfaction and OC of government secondary school teachers in Gulele sub city, Addis Ababa.

The following conclusion can be drawn from the finding found.

The teachers in the sub city experienced low level of overall satisfaction of teachers, more specifically teachers in the sub city slightly satisfied with operating condition, coworker, and nature of work and communication part of the job. The teacher in the sub city at middle/ambivalent/ position of satisfaction on supervision and promotion served from the organization/school/. However, the financial benefits, the contingent reward and salary of teachers were not adequate in satisfying their need.

Similarly, teachers had moderate level of commitment toward their school, even if the level the commitment contradicts on the level of satisfaction. Though some teachers from the finding had emotional attachment and belonginess in the school they all questioned about their salary and benefit that helps to minimize the influence the increasing cost of leaving.

Based on the significant relationship between satisfaction with facets (pay, promotion, supervision, fringe benefits, contingent reward, operating condition, coworker and nature of work) related with OC this clearly shows as the facets of the job satisfaction improved the OC of the employee increases.

From the finding of the study overall job satisfaction significantly related the two components of organizational commitment (affective and continuance) this tends as the betterment of the job satisfaction of teachers improve the belongingness to the school and the desire to stay the school dramatically.

The job satisfaction of the teacher's is not associated any of the demographic variables (sex, age, experience in teaching, the status of the marriage and qualification of teachers). Accordingly, increase or decrease of the JS of teachers not determined by the demographic properties of the teachers.

5.4. Recommendations

The findings of this study are believed to have some implications for practice. These implications might show area of intervention to improve the extent of teachers' JS and OC. The suggestions below arise from the discussions and conclusions made before.

1. Based on a significant relationship manifested between the facets of job satisfaction, overall satisfaction and organizational commitment of teachers, an effort should be made by city administration of Addis Ababa education buerro, Gulele sub city education office and the school administration to increase the overall job satisfaction of teachers therefore it is very important to examine the feeling of teachers and the stakeholder of the education and take measure.

2. The government should give special attention for the offering of special benefit package for teachers, incentives and answer the question of house for residence.

3. Recognition and interpersonal relationship are important factors for individual identity. Those teachers having good relationship with colleagues are found to be satisfied. Job satisfaction associated with good interpersonal relationship; school administrators should find ways as to show teacher can have good time together.

4. The sub city education office, the principals and supervisors should practice collegial relationship in the school environment so that the teacher become positively influenced on job satisfaction and organizational commitment of the school.

5. Finding of the study indicates that there is a positive relationship between supervision and organizational commitment. This indicates that the need for supervision to provide encouragement and support to teachers, supervisors also need to play an important role in providing sufficient, clear and timely information on teaching and learning and providing feedback related to teaching and learning and the performance of the school.in addition, suitable training program to develop good supervisory skill is recommended for the school.

6. Teachers should participate in decision making process. This will increase the level of satisfaction and brings achievement both for the school and education system at large.

7. The sample was drawn from only Gulele sub city from city administration of Addis Ababa and also only government school teachers were involved thus this study may be limited in its generalize ability of the findings so, future research should have to draw sample of respondents by including both public and private school teachers with greater scope

References

Aamodt, M.G. (2007). Industrial Organizational Psychology: An Applied Approach. Belmont, CA: Wadsworth Cengage Learning.

Agezegn A, Tefera B, Ebrahim Y. (2014). Factors influencing job satisfaction and anticipated turnover among nurse in Sidama Zone in public health facilities, South Ethiopia. 2011.

Ahindukha, K. (2005). Factors, Trends and effects of teacher attrition on students' enrolment and performance in secondary schools in kisumu city Kenya.Master of Education thesis, Maseno University, Kenya

Alemshet, Y., Leja, H., Alima, H., Challi, J., & Morankar, S. (2011). Job satisfaction and its determinants among health workers in Jimma University Specialize Hospital, Southwest Ethiopia.Ethiop J Health Sci.21, Special Issue: 1927.

Allen, N. & Meyer, J., 1990, 'The measurement and antecedents of affective, continuance and normative commitment to the organization', Journal of Occupational Psychology 63, 1–18.

Angle, H.L., & Perry, J.L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. Administrative Science Quarterly, 26 (1), 1 - 14.

Artz, B. (2010). Fringe Benefits and Job Satisfaction. International Journal of Manpower

Atsede Tesfaye (2016). The relationship between job satisfaction and organizational commitment at Amanel hospital. AAU. Master's thesis

Anyango, C., Ojera, P., & Ochieng, I. (2015). Employee Characteristics and Job Satisfaction. International Journal of Science and Research, 4 (6), 2607-2610.

Balay, R. (2000). Organizational Commitment in Managers and Teachers. Ankara: Nobel Publication Distribution

Best, JW. & Kahn, JW. (2001). Research in Education. (7th ed.). New Delhi: Prentice Hall.

Berhanu Shanko (2018). Teachers' job satisfaction and professional commitment in government secondary schools in Hadiya zone. AAU.

Birke Gonfa (2020). Factors Affecting Job satisfaction of Teachers in General Taddse Biru School, Adiss Ababa.AAU. Master's thesis

Boehman, (2006), "Affective, Continuance, and Normative Commitment among Student Affairs Professionals", Unpublished Doctoral Dissertation, North Carolina State University,Raleigh, NC (ProQuest Digital Dissertations).

Buitendach, J., & de Witte, H. (2005). Job insecurity, extrinsic and intrinsic job satisfaction and affective organizational commitment of maintenance workers in a parastatal. South African Journal of Business Management, 36(2), 27-37.

Camp, S.D. (2004), Assessing the Effects of Organizational Commitment Prison Journal, 74(279).

Canipe, (2006), "Relationships among Trust, Organizational Commitment, Perceived Organizational Support, and Turnover Intentions", Unpublished Doctoral Dissertation

Creswell, J.W. (2003). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. (2nd ed., Vol. 2). (V. N. C. Deborah Laughton, Ed.) Nebraska, Lincoln, Thousand Oaks London New Delhi: Sage Publications, Inc

Creswell J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition: Landon, Sega publications.

Currivan, D.B. (1999). The causal order of job satisfaction and organizational commitment in models of employee turnover. Human Resource Management Review, 9 (4), 495 - 524.

Eleni Kesla (2017). Job satisfaction of teachers in some selected secondary schools of Addis Ababa.AAU.Master's thesis

Eliyana, A., Yusuf, R.M., & Prabowo, K. (2012). The influence of employee's job satisfaction factors on organizational commitment. American Journal of Economics, 6, 141 – 144

Eslami, J., & Gharakhani, D. (2012). Organizational commitment and job satisfaction. Journal of Science and Technology, 2 (2), 85 - 91.

Eyerusalem Worku (2017) Job Satisfaction of Secondary School Teachers of Addis Ababa MA thesis.

Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. Educational Evaluation and Policy Analysis, 10(4), 285-29

Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions and differential incentive policies. Review of Educational Research, 63, 489-525.

Fitzmaurice, C. (2012). Job satisfaction in Ireland: an investigation into the influence of self-esteem, generalized self-efficacy and affect.

Gazioglu, S. and Tanzel, A (2002), Job Satisfaction: Work Environment and Relations with Managers in Great Britain. Ankara Middle-East Technical University.

Gedefaw Kassie. (2007). Job satisfaction among secondary school teachers, in Addis Ababa. AAU, Unpublished Master's Thesis.

Hongying, S. (2007). Literature review of teacher job satisfaction. Chinese Education & Society, 40(5), 11-16

Huang, T. C, & Hsiao, W. J. (2007). The causal relationship between job satisfaction and organizational commitment. Social Behavior and Personality, 35(9), 1265-1276.

Jones Johnson, G., & Johnson, W.R. (2000). Perceived over qualification and dimensions of job satisfaction: A longitudinal analysis. Journal of Psychology, 34(5), 537- 556.

Jembernesh Kinfe (2017). Factors affecting teachers satisfaction in secondary schools of Gurage zone,SNNP Reginal state.AAU. Master's thesis

Kalleberg, K. (1997). Work Values and Job Rewards: A Theory of Job Satisfaction. American Sociological Review, 42,124-143

Kothari, C.R. (2004). Research Methodology: Methods and Techniques, (2nd Ed.). New Dehli: New Age International Publishers Ltd.

Lambet, J. Conklin, E. and Cano J. (2001), Job Satisfaction of Ohio Agricultural Education Teachers. Journal of Agricultural Education, 40(19).

Loscocco, K. A (2000), Reactions to Blue –Collar Work: A Comparison of Women and Men. Work & Occupation, 17(152).

Lumley, E.J., Coetzee, M., Tladinyane, R., & Ferreira, N. (2011). Exploring the job satisfaction and organisational commitment of employees in the information technology environment. Southern African Business Review, 15 (1), 100 - 118.

Luthans, F. (1992). Organizational behavior. (6th ed.). New York: McGraw-Hill.

Luthans, F. (1998). Organizational behavior. (8th ed.). India: McGraw-Hill.

Marczyk, G., DeMatteo, D., and Festinger, D. (2005). Essentials of Research Design and Methodology. Hoboken, New Jersey: John Wiley & Sons, Inc.

Martineau, T., Lehman, U. Matwa, P., Katyola, J.&Storey, K. (2006). Factors affecting retention of Different groups of rural health workers in Malawi and Eastern cape province, South Africa.

Maslow, A.H. (1954). Motivation and personality. New York, NY: Harper and Row Publishers, Inc. McMillan, JH. & Schumacher, S. 1993. Research in education: a conceptual Introduction (3rd Ed.). New York: Harper Collins.

Mathieu, J. E. (1991). Across Level Non-Recursive Model of the Antecedents of Organizational Commitment and Satisfaction, Journal of Applied Psychology, 76, 607-618.

Mathieu, J.E., & Farr, J.L. (1991). Further evidence for the discriminate validity of measures of organizational commitment, job involvement, and job satisfaction. Journal of Applied Psychology, 76 (1), 127 - 135.

Mathieu, J.E., & Zajac, D. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. Psychological Bulletin, 108, 171 – 194

Martin, A., & Roodt, G. (2008). Perceptions of organizational commitment, job satisfaction and turnover intentions in a post-merger South African tertiary institution. South African Journal of Industrial Psychology, 34 (1), 23 - 31.

Morrow, P. (1993). The Theory and Measurement of Work Commitment. JAL Press, Greenwich.

Mottaz, C.J. (1987). An Analysis of the Relationship between Work Satisfaction and Organizational Commitment. The Sociological Quarterly, 28(4), pp. 541-558.

Mowday, R., & Sutton, R. (1993). Organizational behavior: Linking individuals and groups to organizational context. Annual Review of Psychology, 2, 195-229

Mohammed Gezmu (2013). Job satisfaction and organizational commitment of teacher's educators: the case of Arbaminch college of teacher education (AMCTE). AAU. Master's thesis

Mortimer, finch and Marygama, T. S. (1999), Job Satisfaction Among Secondary School Teachers in Transkei. South African Journal of Education .15, (43).

Mullins, L.J. (2005). Management and organizational behavior. (7th ed). Harlow: Pearson Education Limited

Mulugeta M, Ayele G. (2015). Factors associated to job satisfaction among health care workers at public hospitals of West Shoa Zone, Oromia Regional State, Ethiopia: Cross Sectional Study. Science publishing group.2015; 3(2)161-167.

Olatunji, S. O., & Mokuolu, B. O. (2014). The influence of sex, marital status, and tenure of service on job stress, and job satisfaction of health workers in a Nigerian federal health institution. African Research Review, 8(1), 126-133.

Pohlman, R.A. & Gardiner, G.S. (2000). Value Driven Management: How to Create and Maximize Value over Time for Organizational Success. New York, NY: AMACOM.

Robbins, S.P. (1998). Organizational behavior. (8th ed.). New Jersey: Prentice Hall.

Rosenholtz, S. (1985). Effective schools: Interpreting the evidence. American Journal of Education, 93, 352-387

Rosse, J. G. & Saturay, S. L. (2004). Individual Differences in Adaptation to Work Dissatisfaction. New York:McKay

Saal, J. and Knight, B. M. (2004), Professional Commitment and Satisfaction Among Teachers in Urban Middle School. Journal of Educational Research, (Issue 2), 67Saal, J. and Knight, B. M. (2004), Professional Commitment and Satisfaction Among Teachers in Urban Middle School. Journal of Educational Research, (Issue 2), 67

Scarpello, V.G., & Ledvinka, J. (1987). Personnel/Human Resource Management: Environment and Functions. Boston: PWS-Kent Publishing Company

Shann, M. 1998. Professional commitment and job satisfaction among teachers in urban middle schools. The Journal of Education Research, 92(2):67-75.

Sheldon,M.(1971).Investments and involvements as mechanisms producing commitment to the organization. Administrative Science Quarterly, 16,143-150.

Shukla, S. (2014). Teaching Competency, Professional Commitment and Job Satisfaction-A Study of Primary School Teachers. IOSR Journal of Research & Method in Education, 4(3), 44-64.

Smith, P.J., & Cronje, G.J (1992). Management principles. A Contemporary South African edition. Kenwyn: Juta & ltd.

Sousa-Poza, T. (2003), Gender Differences in Job Satisfaction in Great Britain, 1991-2000. Applied Economics Letters.

Spector, P.E. (1997). Job satisfaction: Application, assessment, cause, and consequences. Thousand Oaks, CA: Sage Publications, Inc.

Storey, Y (1995). Organizational culture and employee retention. Academy of Management Journal, Vol. 35, pp. 1036-57

Suri.M & Pechswang.P (2018). Relationship Between Job satisfaction organizational commitment and demographic factors in private banking sector in Bangkok.UTCC international journal of Business and Economics volume 10 number 2.

Ting. Y. (2007). Determinants of Job Satisfaction of Federal Government Employees. Public
Personnel Management. 26 (313)

Takle Abebe & Solmon Markos (2016). The relationship between job satisfaction and organizational
commitment in public higher education institution: the case of Arba Minch university, Ethiopia.
IMPACT: International Journal of Research in Business Management (IMPACT: IJRBM) ISSN(P):
2347-4572; ISSN(E): 2321-886X Vol. 4, Issue 8, Aug 2016, 17-36

Teferi Getahun, Bekalu Frede, Abebe Hunde (2016) teacher's job satisfaction and its relationship
with an organizational commitment in Ethiopia primary school: Focus on primary schools of Bonga
Town.

Ting, Y. (1997). Determinants of job satisfaction of federal government employees. Public
Personnel Management, 26(3), 313-335.

Tsui,K.T. & Cheng, Y.C. (1999). School organizational health and teacher commitment: a
contingency study with multi-level analysis. Educational Research and Evaluation, 5(3),
249-68.

Vorster, A. M. (2002), Factors Contributing to Job Satisfaction and Organizational Commitment of
Community College Leadership Teams Community College Review, 19(15)

Yamane,(1997). Statistics; an introductory analysis, 2nd Ed. New York

Yonas Yoseph. (2011). An assessment on factors that affect job satisfaction of the administrative
staffs of Addis Ababa University. AAU: Unpublished master's thesis.

Yousef, D. A. (2000). Organizational Commitment: A mediator of the relationship behavior with job
satisfaction and performance in a non-western country. Journal of Managerial
Psychology, 15(1), 6-24.

Williams, L.J. & Hazer, J.T. (1986). Antecedents and consequences of job satisfaction in turnover models: A
reanalysis using latent variable structural equation methods. Journal of Applied Psychology, 71(2), 219-231.

Wisniewski, L. & Gargiulo, R. (1997). Occupational Stress and Burnout among Special Educators:
A review of the literature. The Journal of Special Education, 31, 325-346.

Appendices
Appendix A: Questionnaires for teachers

St. Mary's University

School of Graduate Studies

Questionnaire

Dear respected respondents,

I am Ashenafi Negash, a student of MBA, the post graduate program at St. Mary's university. Currently, I have been engaged in my thesis work entitled "***Teacher's Job Satisfaction and Relationship with Organizational Commitment at Government Secondary School, Gulele Sub City "for*** Fulfillment of the Requirements for the Award of the Degree of Master of Business Administration.

Thus, this questionnaire is designed to collect relevant information for academic purpose. You are therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The researcher believes that, your response is vital in determining the success of this study. The information supplied by each respondent will be used only for the academic purpose and also kept with utmost confidentiality. There is no needed to write your name on any page of the questionnaire.

Thank you in advance for completing this questionnaire!

PART ONE

Demographic information:

Please put (**X**) mark in a given box about your personal information

1. School Name_____

2. Sex: a) Male ☐ b) Female ☐

3. Age: a)20-30 ☐ b)31-40 ☐ c)41-50 ☐ d) Above 50 years ☐

4. Marital Status: a) Married ☐ b) Unmarried ☐

5. Educational Status: a) Diploma ☐ b) First degree ☐ c) Master's degree& above ☐

6. Service years: a)2-10-year b)11-20 years ☐ c)21-30 years ☐ d)31-40 years and above ☐

62

PART TWO

JOB SATISFACTION SURVEY

Dear Participants,

The following 36 statements describe your degree of attachment and loyalty towards the job satisfaction survey you are now employed with. Please respond by indicating the degree to which each of statements applies to you using the following scale. You can indicate your response as there is no right or wrong answer.

Write the number that best indicates to what extent each statement is true or not in parenthesis provided at the end of each statement. The number shows as 1 mean disagree very much, 2 mean disagree moderately, 3 mean disagree slightly,4 means agree slightly,5 mean agree moderately and 6 mean agree very much.

Thank very much for your cooperation.

Job satisfaction

No	Please circle the one number for each question that comes closest to reflecting your opinion about it	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1.	I feel there is a fair salary payment for the work I do.	1	2	3	4	5	6
2.	I am satisfied with the existing promotion opportunity in the school.	1	2	3	4	5	6
3.	I feel encouraged by my supervisor to give suggestions and improvements.	1	2	3	4	5	6
4.	I am satisfied with the benefits I receive from the school.	1	2	3	4	5	6
5.	When I do a good job, I receive the recognition for it.	1	2	3	4	5	6
6	Many of school's rules and procedures are obstacles to perform well.	1	2	3	4	5	6
7	There is a developed teamwork /sprit in the school.	1	2	3	4	5	6
8	Sometimes I feel as my job is meaningless.	1	2	3	4	5	6
9	Communication system seems good within this school.	1	2	3	4	5	6
10	Raises are too few compare to demands.	1	2	3	4	5	6
11	Those who do their job well have a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me	1	2	3	4	5	6
13	The benefits I receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is valued.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by	1	2	3	4	5	6

	weak management system.						
16	I have been overloaded to work additional activities at my job due to incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this school are not clear to me or a shared one.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	We have equitable benefit package among us	1	2	3	4	5	6
23	There are few rewards for those who work here	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25.	I enjoy my coworkers	1	2	3	4	5	6
26	I often feel that I do not know what is going on with organization.	1	2	3	4	5	6
27.	I feel a sense of pride in doing my job	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have them.	1	2	3	4	5	6
30	I am happy with my supervisor support.	1	2	3	4	5	6
31	I have too much paper work.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they	1	2	3	4	5	6

	should be.						
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work	1	2	3	4	5	6
35	My job is enjoyable	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Organizational commitment

The following 17 statements describe your degree of attachment and loyalty towards the organization you are now employed with. Please respond by indicating the degree to which each of the statements applies to you using the following scale: There is no right or wrong answer. Write the number that best indicates to what extent each of the statement is true or not true in the parenthesis provided at the end of each statement.

no	Please circle the one number for each question that comes closest to reflecting your opinion about it	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I would be very happy to spend the rest of my career in this organization	1	2	3	4	5	6
2	I enjoy discussing my organization with people outside it	1	2	3	4	5	6
3	I really feel as if this organization's problems are my own	1	2	3	4	5	6
4	I think I could easily become as attached to another organization as I am to this one	1	2	3	4	5	6
5	I do not feel like "a member of the family" at this organization	1	2	3	4	5	6
6	I do not feel "emotionally attached" to this organization	1	2	3	4	5	6
7	This organization has a great deal of personal meaning for me	1	2	3	4	5	6
8	I do not feel a strong sense of belonging to this organization	1	2	3	4	5	6

9	I am not afraid of what might happen if I give up my job at this organization without having another one lined up	1	2	3	4	5	6
10	It would be very hard for me to leave my job at this organization right now even if I wanted to	1	2	3	4	5	6
11	Too much of life would be disrupted if I decided to leave my job at this organization right now	1	2	3	4	5	6
12	It would not be too costly for me to leave my job at this organization in the near future	1	2	3	4	5	6
13	Right now, staying with my job at this organization is a matter of necessity as much as desire	1	2	3	4	5	6
14	I believe I have too few options to consider should I decide to leave my job at this organization	1	2	3	4	5	6
15	One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere	1	2	3	4	5	6
16	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice; another place may not match the overall benefits I have here	1	2	3	4	5	6
17	If I had not already put so much of myself into this organization, I would consider working elsewhere	1	2	3	4	5	6

Appendix B: Interview guide on job satisfaction and organizational commitment

St. Mary's University College

School of Graduate Studies

Interview question for teacher's job satisfaction and relationship with organizational commitment at government secondary school of Gulele sub city

Interview Guide for government secondary school principals

Dear participant,

My name is Ashenafi Negash MBA Student in St Mary's university. I am now working on my thesis project as part of a requirement to complete my training. I am here to collect data on the teacher's job satisfaction and relationship with organizational commitment on government secondary school in Gulele sub city, Addis Ababa. I made choice to conduct data collection in six government secondary school's principals in Gulele sub city.

First of all, I would like to thank you for volunteering to take part in this interview. It will take 20-30 minutes. There are 8 guiding questions for our discussion.

The purpose of this interview is to gather information on your perceptions regarding on the existing relationship between job satisfaction and organizational commitment of teachers in your school. I will read each question one-by-one and let you think about each of them. On the basis of your willingness, our discussion will be audio-taped so as to capture all the points you will raise during our discussion.

I thank you in advance for your willingness and commitment to spend your precious time with me during the interview.

1. Would you please explain your responsibility in this secondary school?

2. What it seems your attachment with the workers in your organization? Probing question (what are the indicators for your response, please explain in detail)

3. How do you explain workers" satisfaction in relation to their work and organizational attachment? Probe: What are the indicators for your response/explanation?

4. How do you rate the number of workers who left the organization for various reasons? (Say for example during the last 12 months)? What are the main contributing factors for those who decide to leave the organization?

 5. Do you feel that there is a great attachment between job satisfaction and organizational commitment? What would be the explanation to your response?

6. People believed that if there is an organizational commitment in the organization, it is possible to proof job satisfaction. What is your reaction to this general opinion? If you agree, why? If you don't agree, why not?

7. As a principal have you ever encountered an employee who explained that he/she is not satisfied by his/her job? Why did he/she state that there was no satisfaction?

8. Do you have any other point relevant to my study that you want to tell me

Appendix c: Frequency and percentile of overall JS

Part I Job satisfaction and frequancy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.22	1	.4	.4	.4
	2.33	3	1.2	1.2	1.6
	2.42	2	.8	.8	2.4
	2.44	2	.8	.8	3.3
	2.47	1	.4	.4	3.7
	2.56	2	.8	.8	4.5
	2.58	4	1.6	1.6	6.1
	2.61	4	1.6	1.6	7.7
	2.64	4	1.6	1.6	9.3
	2.67	2	.8	.8	10.2
	2.69	1	.4	.4	10.6
	2.72	5	2.0	2.0	12.6
	2.75	2	.8	.8	13.4
	2.83	2	.8	.8	14.2
	2.86	1	.4	.4	14.6
	2.89	1	.4	.4	15.0
	2.92	1	.4	.4	15.4
	2.94	2	.8	.8	16.3
	2.97	1	.4	.4	16.7
	3.00	4	1.6	1.6	18.3
	3.03	2	.8	.8	19.1
	3.06	3	1.2	1.2	20.3
	3.08	3	1.2	1.2	21.5
	3.11	2	.8	.8	22.4
	3.14	1	.4	.4	22.8
	3.17	4	1.6	1.6	24.4
	3.19	5	2.0	2.0	26.4
	3.22	2	.8	.8	27.2
	3.25	3	1.2	1.2	28.5
	3.28	3	1.2	1.2	29.7
	3.31	4	1.6	1.6	31.3
	3.33	5	2.0	2.0	33.3
	3.36	4	1.6	1.6	35.0
	3.39	5	2.0	2.0	37.0
	3.42	3	1.2	1.2	38.2

3.44	5	2.0	2.0	40.2
3.47	4	1.6	1.6	41.9
3.50	8	3.3	3.3	45.1
3.53	8	3.3	3.3	48.4
3.56	5	2.0	2.0	50.4
3.58	8	3.3	3.3	53.7
3.61	7	2.8	2.8	56.5
3.64	6	2.4	2.4	58.9
3.67	9	3.7	3.7	62.6
3.69	4	1.6	1.6	64.2
3.72	14	5.7	5.7	69.9
3.75	6	2.4	2.4	72.4
3.78	8	3.3	3.3	75.6
3.81	6	2.4	2.4	78.0
3.83	4	1.6	1.6	79.7
3.86	6	2.4	2.4	82.1
3.89	6	2.4	2.4	84.6
3.92	7	2.8	2.8	87.4
3.94	1	.4	.4	87.8
3.97	6	2.4	2.4	90.2
4.00	2	.8	.8	91.1
4.03	6	2.4	2.4	93.5
4.06	5	2.0	2.0	95.5
4.08	1	.4	.4	95.9
4.11	2	.8	.8	96.7
4.14	1	.4	.4	97.2
4.19	1	.4	.4	97.6
4.25	1	.4	.4	98.0
4.31	1	.4	.4	98.4
4.33	3	1.2	1.2	99.6
4.67	1	.4	.4	100.0
Total	246	100.0	100.0	

Part II: organizational commitment and frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.88	1	.4	.4	.4
	3.00	1	.4	.4	.8
	3.12	5	2.0	2.0	2.8
	3.18	1	.4	.4	3.3
	3.24	4	1.6	1.6	4.9
	3.29	1	.4	.4	5.3
	3.35	3	1.2	1.2	6.5
	3.41	4	1.6	1.6	8.1
	3.47	4	1.6	1.6	9.8
	3.53	10	4.1	4.1	13.8
	3.59	1	.4	.4	14.2
	3.65	8	3.3	3.3	17.5
	3.71	8	3.3	3.3	20.7
	3.76	18	7.3	7.3	28.0
	3.82	10	4.1	4.1	32.1
	3.88	12	4.9	4.9	37.0
	3.94	14	5.7	5.7	42.7
	4.00	11	4.5	4.5	47.2
	4.06	5	2.0	2.0	49.2
	4.12	9	3.7	3.7	52.8
	4.18	8	3.3	3.3	56.1
	4.24	12	4.9	4.9	61.0
	4.29	16	6.5	6.5	67.5
	4.35	11	4.5	4.5	72.0
	4.41	10	4.1	4.1	76.0
	4.47	12	4.9	4.9	80.9
	4.53	13	5.3	5.3	86.2
	4.59	8	3.3	3.3	89.4
	4.65	4	1.6	1.6	91.1
	4.71	4	1.6	1.6	92.7
	4.76	4	1.6	1.6	94.3
	4.82	6	2.4	2.4	96.7
	4.88	4	1.6	1.6	98.4
	4.94	4	1.6	1.6	100.0
	Total	246	100.0	100.0	