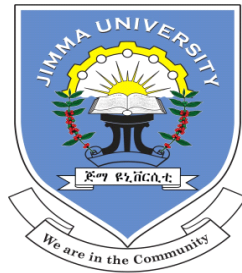


**The Relationship between Job Satisfaction, Motivation and
Commitment: A Focus on Teacher-Educators in Jimma Teachers'
College**

*A Thesis Submitted to School of Graduate Studies of Jimma University in
Partial Fulfillment of the Requirements for the Award of Degree of Masters of
Business Administration (MBA)*

BY:

ABADIR ABRAHIM YUSUF



**JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MBA PROGRAM**

**MAY 21, 2015
JIMMA, ETHIOPIA**

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Under the Guidance of

Dr. Shimelis Zewdie (PhD)

And

Ato Elias Bekele



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CERTIFICATE

This is to certify that the thesis entitles “*The Relationship between Job Satisfaction, Motivation and Commitment: A Focus on Teacher-Educators in Jimma Teachers’ College*,” “submitted to Jimma University for the award of the Degree of Master of Business Administration (MBA) and is a record of bonafide research work carried out by Mr. Abadir Abraham, under our guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

Main Advisor’s Name

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Declaration

I hereby declare that this thesis entitled “*The Relationship between Job Satisfaction, Motivation and Commitment: A Focus on Teacher-Educators in Jimma Teachers’ College* has been carried out by me under the guidance and supervision of Dr. Shimelis Zewdie and Ato Elias Bekele.

This thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

Researcher’s Name

Date

Signature

Abadir Abraham

Abstract

This study investigated the relationship between job satisfaction, motivation and commitment by focusing on teacher-educators in Jimma Teacher Training College through explanatory research design. The core objective was to examine how teachers' commitment (i.e., commitment to organization, commitment to profession, and commitment to students) was affected by employees' job satisfaction and motivation. More specifically model containing nine subscales: work, pay, promotion, supervision, coworker, job in general satisfaction, intrinsic motivation, and extrinsic motivation were correlated against teachers' commitment. The responses of 51(77%) participants were analyzed via zero-order Pearson Correlation and multiple linear regression. Cronbach's alpha coefficient for all items relating to each variables of the study showed strong reliability ranging from 0.65 to 0.868.

In conclusion, multiple regressions computed to investigate the model containing the job satisfaction subscales (work, pay, promotion, supervision, and coworker), motivation dimensions (intrinsic and extrinsic) and teachers' commitment found the model statistically significant association between the variables(ANOVA $0.005 < 0.050$). The relationship showed by the results of $R=0.652$, $R^2=0.426$, adjusted R square (0.302), $P=0.005$ at significant level $p < 0.05$ contributing 42.5% variability on dependent variable. However, promotion and extrinsic motivation are statistically more significantly associated with teachers' commitment, $F(2, 43) = 9.693$, $p = 0.000$, $R^2 = 0.311$, $R = 0.557$, and contributing 31.1% variability on dependent variable out of the 42.6% variability of all the eight variables. The result generally showed that teachers' job satisfaction and motivation is to the large extent affected by the lack of promotion or growth and extrinsic motivators in their job.

Key words: *teacher-educators, job satisfaction, intrinsic and extrinsic motivation, teachers' commitment, and multiple regressions*

Acknowledgements

First, I would like to extend my heartfelt gratitude to my advisors Dr. Shimelis Zewdie and Mr. Eliays Bekele for making this a meaningful learning process. Their guidance and encouragement throughout the process of the research project was invaluable. They immensely contributed to the success of this study by providing pragmatic views at every stage of the project's development and they need to be commended for it.

Secondly, I would like to thank the following individuals, without whom this research would not have been successful:

- ✚ All academic staffs from Jimma Teachers' College who took the time to complete all questionnaires.
- ✚ My friend Bekalu Ferede for encouraging me and reviewing my work to the end.
- ✚ Bowling Green State University for allowing me to use job satisfaction (aJDI/aJIG) Questionnaire.
- ✚ My friends and classmates Shimelis Tamirat and Zegeye Bekele for unreserved support in all aspects, truly they should deserve 'thank you'.

Finally, I am forever indebted to my wife, Duniat Mohammed and my beautiful daughter Asma Abadir for their unconditional love, encouragement, understanding and support throughout my studies. You guys were truly my inspiration and were ultimately responsible for my success in life.

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Abbreviations

AJDI —→ Abridged job descriptive index

AJIG —→ Abridged job in general satisfaction

JS —→ Job satisfaction

JDI—→ job descriptive index

JIG—→ job in general satisfaction

IM —→ Intrinsic motivation

EM —→ Extrinsic motivation

COM —→ Commitment

OrgCom —→ Organizational commitment

ProfCom —→ Professional commitment

ComSt —→ Commitment to student

Teachcom —→ Teachers' commitment

CHAPTER ONE

Introduction

1.1. Background

In the current organizational environment human element is increasingly evolves as a source of competitive advantage that sets an organization apart from similar institutions. Thus understanding critically the importance of people in the organization is crucial for effective management of the organization. Well-managed human resources in organization in turn could be a source of quality and productivity gains (Tella, Ayeni & Popoola 2007). For this employees should be motivated and committed to mission and objectives of the organization. Moreover, the task environment and the job itself need to give pleasure to the worker. Otherwise, organizational outcomes and performance such as productivity, turnover, retention, and even personal well-being of an employee could be affected (Daft 2008, Robbins & Judge 2013, & Kreitner & Kinicki 2010). To this end, this study embarked on investigating the behavior of teacher-educators in Jimma Teachers' College in terms of the level of work motivation, job satisfaction, and commitment. Specifically, the study investigated the relationships between the three variables by examining how job satisfaction and work motivation influence teachers' commitment in the context of college of teachers' education (CTE).

Job satisfaction is one of the most extensively researched topics (Kasim 2005). Equally its relation with various attitudes such as commitment, motivation, job performance, job engagement and productivity has also been subject for scrutiny across diverse fields of study and situations (Warsi, Fatima & Sahibzada 2009). The subjects especially job satisfaction and commitment gained huge prominence and attention among the eyes of researcher because they are considered as an attitude potentially affecting employees' work performance and productivity (Daft 2008, Robins & Judge 2013, Kreitner & Kinicki 2010). Various literatures stated managers' beliefs and conviction regarding the importance of job satisfaction and commitment and indicate that committed and satisfied employees will do better work.

Motivation is defined as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining organizational goals (Robins & Judge 2013). According to Daft (2008 p.522) motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Both definitions focus on three key terms intensity/arousal, direction and persistence. Motivation poses a challenge for managers because it may arise intrinsically (within employees) or extrinsically from other forces related to work situation and environment and even differs typically for each individual. As the level of motivation affects productivity and profitability of an organization it is incumbent upon managers to understand what prompts people to initiate action, what influences their choice of action, and why they persist in that action over time so that ultimately to channel motivation toward the accomplishment of organizational goals(Kreitner & Kinicki 2010 & Azri 2011). To this end investigating employee motivation has paramount importance in employee management.

Commitment is viewed as "a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its instrumental worth (Firestone and Pennell 1993 p.490 – 491).A committed person believes strongly in the object's goals and values, complies with orders and expectations voluntarily, exerts considerable effort beyond minimal expectations for the good of the object, and strongly desires to remain affiliated with the object(Luzzi et al 2005 & Shann 2001). Most commitment definitions largely pertained to the organization and to some extent occupation or profession. However, commitment may vary depending on situations and across organizations. Therefore, many scholars approached teachers' commitment from different perspective in multidimensional sense because, teachers in reality committed to many things including the teaching profession, colleagues, students, professional associations, and schools to name some (Isim 2005). As Firestone and Pennell (1993) mentioned some mixes of commitment to the organization, profession, and students are necessary to enhance teachers' professionalism and to pursue changes in teaching practice.

Various empirical findings often drew relationships between job satisfaction, motivation, and commitment but rarely all the three simultaneously together. The topic or issue as

presented in this study has been under researched. Some studied two notions together at a time (Chelembo 2010, Kreisman 2002, & Shenn 2001) while others relate either of the notions with other variables such as job performance, involvement or leadership style (Nyengane 2007 & Sirabizu 2013). Still some others tended to focus on a single attitude (Warsi, Fatima,& Sahibzada 2009, Kasim 2005 & Anwarulhaq et al 2014). Nevertheless a few research tried to approach the three variables together but in some different ways than intended in this study. Commitment or teachers' commitment in this study approached or investigated from three dimensions: commitment to organization, profession and to student. Generally results deduced portray a mix picture however mostly moderate positive relationship was often the case (Kreitner & Kinicki 2010).

1.2. Problem statement

Teachers training colleges play a pivotal role in training and producing competent elementary teachers possessing necessary knowledge and skills having high professional caliber. In addition, colleges are tasked with the provision of in-service or on the job training which is mainly meant to continuously develop teachers' professionalism to ensure quality of education at first (1-4) and second cycle (5-8). Ensuring provision of quality of education has far reaching consequences; primarily it determines the future of a country and its place in the world community. Thus the magnitude of responsibilities trusted upon teachers training colleges are too huge to bear. By Implication College community in general and academic staffs in particular shoulder these responsibilities at the forefront. To do so teachers together with other college communities need to be dedicated and highly committed to ensure goals and objectives are met.

To channel efforts and activities toward goal achievement knowledge about human behaviors and attitudes are very crucial for management of the organization. The purpose of this study fits to this end by investigating attitudes and behaviors affecting teacher-educators' commitment in College. More importantly, the study investigated how teachers' work motivation and job satisfaction affect their commitment toward the college, teaching profession and to students as well. Management researches have long showed organizational goals are unattainable without the enduring commitment of members of the

organizations (Tella, Ayeni & Popoola 2007). High motivation and satisfactions with the nature of the task are recipes for high commitment (Azri 2011, Tella, Ayeni & Popoola 2007, & AnwarulHaq et al 2014).

Job satisfaction represents one of the most complex areas facing today's managers when it comes to managing employees (Azri 2011, Robbins & Judge 2013). Motivation is also equally challenging for managers. Organization largely exists and sustains if it achieves its objective like enhancing productivity and profitability efficiently and effectively (Dugguh & Dannis 2014 & Peters et al 2010). One way of doing this is through sufficient understanding of the causes of job satisfaction, motivation and commitment and managing them properly to enhance level of satisfaction and motivation among employees so that employees will be committed to their organization as well as to their work (Daft 2008). Now a day managers of knowledge workers largely depend on job satisfaction to keep motivation and enthusiasm for the organization high (Kreisman 2002). High motivation and engagement along with organizational commitment is essential to organization like teacher training colleges that largely depend on ideas and creativity of their academic staffs for its success. Therefore, studying the relationship between the three concepts or notions simultaneously is reasonable and logical thing to do (Kreisman 2002 & Daft 2008).

Even though, job satisfaction, motivation and commitment were extensively studied (Kreitner & Kinicki 2010). Unfortunately, they have received little attention in our country especially in teachers' training colleges. Previous empirical investigations relating to the subject under investigation both in the country and abroad had some important features. First the three variables – job satisfaction, motivation, and commitment are rarely treated simultaneously with possible consideration of dimensions especially in the country in relation to teachers. Second, little has been done as to how attitudes like motivation and job satisfaction influence or relate to teachers' commitment in colleges of teacher education in Ethiopia. This study tried to address these issues. The study in general answered the following four research questions and tested four related hypothesis.

Research questions;

- 1) What is the relationship between employees' job satisfaction and motivation with commitment of teacher-educators in the college?
- 2) What is the level of job satisfaction among academic staffs in the college?
- 3) What is the extent of motivation among teacher-educators in the college?
- 4) Which facets of job satisfaction and dimension of motivation affect teachers' commitment significantly?

1.3. Research objective

General objective

This study was aimed to investigate the relationships between job satisfaction and motivation with commitment by focusing on teacher-educators in Jimma Teachers' College.

Specific objectives;

- 1) Investigate how job satisfaction and motivation relate to teachers' commitment.
- 2) Identify the level of job satisfaction among teacher-educators in the college.
- 3) Investigate the extent of motivation among academic staffs in the college.
- 4) Identify attributes pertain to job satisfaction and motivation that are important for teacher-educators' commitment.

Hypothesis

H1: There will be a statistical difference in terms of association strength between Jobs satisfaction and motivation toward teachers' commitment.

H2: As the level of motivation increases teachers become more committed.

H3: Different dimensions and attributes of job satisfaction and motivation related to specific dimension of teachers' commitment.

H4: Significant positive relationships exist between job satisfaction, motivation and commitment. (Kreitner & Kinicki 2010, Robbins & Judge 2013)

1.4. Significance of the study

The result of the study will serve various purposes. Mainly college deans will benefit from it by using the information from the study to work on areas which are important to teacher-educators to keep job satisfaction and motivation high so that ultimately teachers become committed to their work and organization as well. Other stakeholders such as local, regional and national education bureaus can use the study for better human resource behavior management or policy or strategy formulation. Finally the study could encourage other researchers to conduct similar researches on the subjects under investigation.

1.5. Scope of the study

The study was confined to Jimma Teachers' Training College by targeting only academic staffs. Conceptually the study focused on the relationships between three main variables; job satisfaction, motivation, and commitment along with their dimensions. Pearson moment correlation and multiple regressions were used as method.

CHAPTER TWO

Literature review

Overview

Literature review in this study dealt with the concepts of job satisfaction, motivation and commitment in three main parts: theoretical, empirical, and conceptual. The theoretical part rendered background information to help readers gain some insight and understanding about the concepts by introducing concepts, models, and theories which could be useful in the study. Investigator's choice of specific theoretical approach is also indicated. As opposed to this, the empirical review incorporated review of results, methodologies and questions answered in various previous studies. The conceptual part linked the concepts in an analytical scheme by depicting the relationship between dependent and independent variables in the models developed for the study.

2.1. Theoretical Review

2.1.1. Job satisfaction

Job satisfaction has been defined differently by different scholars from different approach. Robins and Judge (2013 p.75) defined job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. This definition represents a combination of positive or negative feelings that individuals or employees have towards their work. Clearly it means a person with a high level of job satisfaction holds positive feelings about his or her job, while a person with a low level holds negative feelings. Hoppock as cited by Aziri (2011) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. This definition emphasizes the importance of internal factors in determining job satisfaction. Statt (2004) substantiates these points by defining job satisfaction as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation.

Kreitner and Kinicki (2010) defined Job satisfaction as an affective or emotional response toward various facets of one's job. This definition entails that job satisfaction is not a unitary concept therefore a person can be satisfied with one aspect of his/her job and

unhappy with one or more other aspects. A more recent definition of job satisfaction was given by Russell and his associates as quoted by Cunningham (2010) as the overall feeling a worker has about their job. According to Azri (2011 p.4) Job satisfaction is a worker's sense of achievement and success on the job that is directly linked to productivity as well as to personal well-being. It implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. When it comes to teachers job satisfaction is described as a multifaceted construct that is critical to teacher retention, teacher commitment, and school effectiveness (Shann 2001). Despite their difference what is common to all these definitions is the acknowledgement that job satisfaction being the behavior that shapes individuals attitude and perception toward the job in the work place.

2.1.1.1. Dimensions of job satisfaction

Dimensions of job satisfaction assessment alike its definition has been a contentious issue (Cunningham 2010 & Astrauskaitė, Vaitkevičius & Perminas 2011) . For example, Daft (2008) explained conditions determining people's satisfaction. He stated that employees experience satisfaction when their work matches their needs and interests; when the working condition and rewards (pay) are satisfactory; when they like their coworker and when they have positive relationship with supervisor.

However, many described five elements as predominant causes of job satisfaction. These are need fulfillment, discrepancies, value attainment, equity, and disposition or genetic components (Daft 2008). Redmond and Kern (2014) highlighted different representation of job satisfaction concept from organizational and individuals points of view and described numerous aspects of a job that an organization can manage to increase satisfaction in the work place. These are company policy, salary/benefits, and interpersonal/social relations, working conditions, achievement, recognition, autonomy, advancement, job security and work life balance practices.

Nevertheless, over many years, job satisfaction has been studied generally from two dimensions: job satisfaction in general (JIG) and facets specific satisfaction which is known as job descriptive index (JDI) which also varies in its own right depending on work

environment, situations and even among individuals (Cunningham, 2010). However, a common understanding or idea in researching job satisfaction is that the emotional state of an individual is affected by interaction with work environment (Robbins & Judge 2013). Here in this study job satisfaction will be studied from both perspectives

2.1.1.1.1. General Job satisfaction

The first and most studied aspect of job satisfaction is general job satisfaction (GJS) which refers to overall employees feeling about their job. Different terms such as global job satisfaction (GJS) and job in general satisfaction (JIG) have been used to refer to general satisfaction. This type of satisfaction does not specifically refer to any facet. In most cases this is a response to a single/double questions like how satisfied are you with your job? The responses falls between the options highly satisfied to highly dissatisfied on a five level likert scale (Robbins & Judge 2013). However, this can be overall satisfaction with job (i.e being pleased with work and current practice); overall satisfaction with chosen career i.e meeting expectation or overall satisfaction with chosen specialty – area and type of practice (Luzzi et al 2005).

2.1.1.1.2. Facets specific satisfaction

Job facets satisfaction refers to feelings about specific aspects such as salary and benefits (Robbins & Judge 2013 & Daft 2008). The result of measuring job satisfaction facets may helpful in identifying which specific aspect requires improvements. It may also aid organization in improving overall job satisfaction or explaining organizational issues such as high turnover and low commitment. This is more sophisticated method than general job satisfaction. It identifies key elements in a job such as the nature of the work, supervision, present pay, promotion opportunities, and relationships with co-workers. Respondents rate these on a standardized scale, and researchers add the ratings to create an overall job satisfaction score. Various instruments containing different elements have been used to measure facets specifics satisfaction. These are; JDI (job satisfaction descriptive index), MSQ (Minnesota satisfaction questionnaire), JSS (job satisfaction survey), JDS (job diagnostic survey), and CTFM (confirmed three facet model) to mention some. But the first two are most popular and frequently used in many researches.

JDI measures job satisfaction in terms of five elements mentioned above with the addition of some elements about general job satisfaction. It can be used as a measurement in different fields such as business, education and health (Astrauskaitė, Vaitkevičius & Perminas 2011). Similarly MSQ used in many fields and it measures satisfaction on the bases of two main categories – intrinsic and extrinsic satisfaction. Some instruments like JSS developed from health data and frequently used in research related to health (Luzzi et al 2005 & Peters et al 2010). It contains nine elements; pay promotion, supervision, and work, relation with co-worker, fringe benefits, contingent rewards, operating, and communication. Similarly CTFM was specifically developed for research in education. The method simply measures promotion, supervision, and nature of work (Astrauskaitė, Vaitkevičius & Perminas 2011 & Isim 2005).

2.1.1.2. Theories of job satisfaction

When it comes to job satisfaction research five major theories are often noted. These are;

- 1) Two Factor (motivator-hygiene) Theory
- 2) Job Characteristics Model
- 3) Goal Setting Theory
- 4) Dispositional Theory
- 5) Value Congruence Theory

Herzberg's two factor theory focused on what intrinsic and extrinsic rewards motivated the individual to be satisfied. Motivation factors for workers, categorized as intrinsic variables which include: achievements, recognition, work itself, responsibility, advancement, and growth. Whereas Hygiene factors for workers represent extrinsic variables: company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationships with peers, personal life, relationship with subordinates, status, and security. It helps to investigate causal relationships between one factor about the individual and one factor concerning the work setting.

Job satisfaction according to this theory is enhanced or determined by the fulfillment of motivation goals of the individual, and the absence of the hygiene variables. Failure to

account variation in job satisfaction among individuals in the same job and neglecting the outside influences of the individual's overall life are major sources of criticism. The empirical evidence supported the theory suggested that increased motivation variables at work correlated to enhanced job satisfaction (Cunningham 2004). Herzberg's theory generated useful findings and still provides the framework for research today. Therefore, this research also adopts two factor theory and assess job satisfaction of Jimma Teachers College by investigating the absence of hygiene factors.

Job Characteristics Model (Hackman & Oldham) focused on aspects of work that affected the perception of job satisfaction. The JCM asserted that individuals found complex jobs more satisfying. The authors posited five core dimensions in a job that determine satisfaction: skill variety, task identity, task significance, autonomy, and feedback from job.

The Goal Setting Theory (Locke, Latham, & Smith) examined the interest and complexity of the work itself. Goal Setting Theory (GST), comprised the most widely researched job performance-job satisfaction theory. It focused on goal attainment and rewards in relation to satisfaction meaning if individuals received the rewards they expected, they reported satisfaction. The degree of satisfaction or dissatisfaction will be a joint function of the degree of fulfillment of the value and the importance of the value to the individual. The GST theory further stated that job satisfaction and dissatisfaction are intrinsically related to work outcomes. Thus those who appraised their task completion as successful reported more satisfaction. Unlike two factors and JCM theories which looked at antecedents of job satisfaction, GST in job satisfaction research examines consequences and responses of job satisfaction.

Dispositional Theory (Judge, Locke, Durham, & Kluger) targeted the individual's personality traits as the predictors of job satisfaction. Personality of the individual affect job satisfaction. Mainly, individuals who ranked high for negative affect (NA) and high in Neuroticism, as gauged on the Big-Five personality test experienced more job dissatisfaction. The theory further hypothesized that the connection between negative affect and job dissatisfaction involved how those individuals interpreted and perceived stimuli in the work environment. The empirical findings suggested that having high PA

allowed the individuals to receive positive feedback, be more outgoing, and engender friends at work. Unlike the other theories covered in this review, the focus of job satisfaction emanated from the individual's worldview and personality traits.

Value Congruence Theory (Edwards & Cable, 2009) posited the match of values to the organization as leading to job satisfaction. It is a correlational approach to job satisfaction. Here the researcher basically wanted to know which variables were presenting a predictable fashion for satisfied workers. So, instead of looking at factors that led up to (antecedent) or resulted from (consequences) job satisfaction, this type of theory investigated what other factors were present/absent when job satisfaction was present/absent. The theory asserted that work values of the individual matching with the values of the organization i.e., the similarity between individual's value and that of organization promoted higher levels of job satisfaction and organizational commitment, thereby reducing turnover intention.

Overall, the job satisfaction theories reviewed displayed the different manners in which job satisfaction is researched. Herzberg's theory (1955) posited that the rewards individuals received from work impact job satisfaction. The JCM asserted that the treatment, conditions, and meaning in which the worker performed the tasks affected job satisfaction. The Goal Setting Theory, which looked at increasing job performance, stated the challenging nature of the work, and the feedback received concerning the work contained the greatest influence on job satisfaction. The Dispositional Theory stated that the personality of individuals at work and their worldview had the most influence on job satisfaction. Finally, the Values Congruence Theory asserted that the ease of interpersonal relationships, communication, and trust between workers who shared values with the organization increased job satisfaction.

2.1.2. Motivation

In the fields of organizational studies and psychology motivation is a fundamental topic that enjoys wider attention especially from researchers. This is because, it is described as the force behind or the reasons that drive actions which are again central in explaining both individual and organizational actions (Chelembo 2010). Motivation is defined as

psychological processes that account for an individual's intensity, direction, and persistence of effort toward attaining organizational goals (Robins et al 2013, Chelembo 2010, Kreitner & Kinicki 2010 & Tella, Ayeni, & Popoola 2007). According to Daft (2008 p.522) motivation refers to the forces either within or external to a person that direct, energize and sustain action. However, some question whether motivation is a psychological process and argued as it is more of an inner desire that triggers enthusiasm in a person which ultimately force an individual to partakes in an activity ((Latham & Pinder as cited by Chelembo 2010).

Generally the central theme in any definition of motivation relies on or focuses on three key terms intensity/arousal, direction and persistence. From this according to Daft (2008) we can deduce that motivation is about the quality of effort as well as its intensity directed toward, and consistent with, the organization's goals that leads motivated individuals to stay with a task long enough to achieve goals. Motivation is not the only explanation of behavior. It interacts with and acts in conjunction with other cognitive processes. It is important for managers to know things need to be done to motivate employees. After all motivating is the management process of influencing behavior based on the knowledge of what make people tick (Tella, Ayeni & Popoola 2007).

2.1.2.1. Dimensions of motivation

Often motivation is described form two dimensions: intrinsic and extrinsic motivation. These dimensions represent basic distinctions regarding the concept of motivation. These are intrinsic motivation and extrinsic motivation. According to Ryan & Deci (2000) intrinsic motivation is defined as doing something because of its inherent satisfaction, being either interesting or enjoyable. A person who is intrinsically motivated is inwardly ignited and decides to act for the fun or challenge that may come as a result. Extrinsic motivation on the other hand, is defined as the desire to expand effort in order to attain some external rewards, incentives or recognition (Ryan & Deci 2000). Both dimensions have respective elements crucial in determining or identifying what motivates an individuals.

2.1.2.1.1. Intrinsic motivation

Elements of intrinsic motivation mainly include autonomy, interest and enjoyment, and inherent tendency. *Autonomy* refers to the liberty where a person is free to make his or her own decisions without interference from external factors. *Interest and enjoyment* is where an individual finds satisfaction and pleasure within the job content itself and feels rewarded simply by performing the task with no external control regulating the behavior. *Inherent disposition* on the other hand is a natural tendency type of behavior which is said to be an inborn. It simply means that such type of behavior is in the blood. This means that an individual is born with either high/low internal motivation. Thus he or she acts as per the genetic disposition.

2.1.2.1.2. Extrinsic motivation

Extrinsic motivation does not come from individual's inner self as is the case in intrinsic motivation rather it is what managers do through the formulation of various regulations (Kreisman 2002). Elements of extrinsic motivation are; external regulation, introjected regulation, identified regulation and integrated regulation. *External regulation* is putting a person under control –denying an individual effectively the right to make independent decisions but works under instructions which sometimes can come as requests in order to be diplomatic and polite. In the form of *introjected regulation* an individual accepts the regulation but does not acknowledge it to be his or her own. Here an individual performs an activity under some form of pressure to avoid blames or guilt.

In an identified regulation as oppose to the previous form a person performs an activity because he or she perceives it to be important although the activity may not be interesting. A person compares the consequences of not doing such an activity and the benefit of doing it then he or she is convinced that it is important to perform it despite having some other options. The other form of extrinsic motivation element is integrated regulation. This occurs when identified regulations have been fully assimilated by an individual to be self. It involves identifying the importance of the behavior and evaluating the regulation so that the two are brought into harmony with the individual's own personal values, goals and needs that are already part of him or her.

What motivates people to do their best in any work endeavor is a crucial question that needs to be answered by managers. By and large management theory and practice has traditionally focused on extrinsic motivators such as pay, benefits, status, bonuses, pension plans, and expense accounts. While these are powerful motivators they are no longer enough—intrinsic rewards are essential to employees in today’s environment (Kreisman 2002). Extrinsic rewards don’t come from the work itself; instead they are allocated by managers to ensure that the work is done properly and on a timely basis (Kreisman, 2002). Nowadays motivational issues are more complex because of the wealth and opportunity so many employees have enjoyed. Thus, work in the current decade has the potential for much richer, “intrinsic” rewards. Intrinsic rewards come to employees directly from the work they do like the pride of technical accomplishment, service to a customer, or making a difference in the world. However, in our situation, meaning developing countries where economic condition is bleaker still extrinsic motivation remains important tools to manage employees’ motivation.

2.1.2.2. Motivation theories

Motivation theories can be categorized into two: early motivation theories and contemporary motivation theories. The former include the Maslow’s hierarchy of needs, theory of X and Y, two factor theory, and McClelland’s need. They are now out of favor though they are still widely known (Robbins & Judge 2013). Contemporary theories of motivation represent the current state of thinking in explaining employee motivation. They comprise six theories; self-determination, goal-setting, self-efficacy, reinforcement, equity and expectancy theory (Robbins & Judge 2013).

Motivation theories differ in their predictive strength. Robbins & Judge (2013 p.228) reviewed and assessed the predictive power of each theory in terms of managerial implication to determine their relevance in explaining turnover, productivity, and other outcomes.

Need theories Maslow’s hierarchy, McClelland’s needs, and the two- factor theory focus on needs. None has found widespread support, although McClelland’s is the strongest,

particularly regarding the relationship between achievement and productivity. In general, need theories are not very valid explanations of motivation.

Self-determination theory and cognitive evaluation theory: As research on the motivational effects of rewards has accumulated, it increasingly appears extrinsic rewards can undermine motivation if they are seen as coercive. They can increase motivation if they provide information about competence and relatedness.

Goal-setting theory. Clear and difficult goals lead to higher levels of employee productivity, supporting goal-setting theory's explanation of this dependent variable. The theory does not address absenteeism, turnover, or satisfaction, however.

Reinforcement theory. This theory has an impressive record for predicting quality and quantity of work, persistence of effort, absenteeism, tardiness, and accident rates. It does not offer much insight into employee satisfaction or the decision to quit.

Equity theory/organizational justice. Equity theory deals with productivity, satisfaction, absence, and turnover variables. However, its strongest legacy is that it provided the spark for research on organizational justice, which has more support in the literature.

Expectancy theory: Expectancy theory offers a powerful explanation of performance variables such as employee productivity, absenteeism, and turnover. But it assumes employees have few constraints on decision making, such as bias or incomplete information, and this limits its applicability. Expectancy theory has some validity because, for many behaviors, people consider expected outcomes.

2.1.3. Teacher's commitment

Commitment has been defined in various ways. Insim (2005) stated different definitions as follows; commitment is an involvement or behavioral intentions to exert; a function of a cognitive evaluation of the costs and benefits of investment in a specific target; a central process by which the personality system and the social system become articulated; loyalty to and heavy involvement in one's organization or profession (Daft 2008 & Tella 2007). The definitions vary because commitment refers to different objects. Meaning people

committed to different things in their work environment. Nevertheless, in relation to work environment often two main objects of commitment have largely been noted. These are commitment to organization and profession. Based on this assumption Mowday, Porter, and Steer(1982) defined commitment both in terms of attitude and behavior. Accordingly, attitudinal commitment comprises three factors; a strong belief in and acceptance of the organizations/profession's goals and values; a willingness to exert considerable effort on behalf of the organization/profession and a strong desire to maintain membership in the organization/profession.

Behavioral commitment on the other hand refers to the costs and rewards associated with membership in a profession or employing organization. According to this view commitment results when 'side bets' such as job specific skills, age, or other factors combine as accumulated investments, rewards, and sunk costs. Therefore, attachment to specific rewards in present organization or profession may be more important to an individual than a new profession or job at higher salary with better working conditions. Cyclical relationship exists between the two types of commitment where attitudinal commitment lead to committing behavior which in turn force commitment attitudes.

Contrary to the above descriptions of commitment which mainly focused on organization and profession, scholars who studied teachers' commitment highlighted the uniqueness of teaching profession and came up with three objects of teacher commitment which categorized into three dimensions: school organization, teaching profession, and students (Insim 2005, & Billingsley & Cross 1992, Astrauskaitė, Vaitkevičius & Perminas 2011 & Riehl & Sipple 1996). Accordingly, the three dimensions reflect different meanings and conditions of commitment and different kinds of teacher behavior. This study will employ this approach in conducting current research. However this does not mean that teacher's commitment is different from the wider concept of commitment, therefore, alike other forms of commitment teachers' commitment meant to activate, direct and sustain behaviors (Riehl & Sipple 1996).

Similar to the variety of objects people committed to across situations, organization and profession predictors of commitment vary likewise. Variables such as rewards support

from supervisor, promotion opportunities, work-family support, and favorable conditions of the job were identified in some study as factors significantly predicting or affecting organizational commitment (Anwarul Haq et al 2014). Others indicate job involvement, perceived organizational support and job satisfaction as important factors affecting organizational commitment. Riehl & Sipple (1996) on the other hand, described three broad antecedents affecting commitment. They are personal, organizational and task characteristics.

Managers can do many things to gain employees loyalty and engage them on activities to enhance work performance. According to Kreisman (2002) to build commitment, managers must communicate with employees; assess their capacity to engage in various initiatives; give honest feedback; develop their strengths; identify their ‘blind-spots’; make decisions; and most of all, value each person’s unique style and capabilities.

2.1.3.1. Dimensions of teachers’ commitment

As discussed above many studies made about commitment generally categorize it into two dimensions; organizational and professional or occupational commitment. However, when it comes to research in education scholars proposed three dimensions; commitment to organization/school, teaching profession and to students. Here in this study, the second perspective – commitment in teaching profession or teachers’ commitment used as a framework to guide the research activities. Thus to help grasp the notion of the three dimensions of teachers commitment they are reviewed briefly as follows.

2.1.3.1.1. Commitment to organization

Teachers’ commitment to school organization like an organizational commitment refers to agreed-on organizational values or goals and building a strong staff unity (Insim 2005). Teachers’ organizational commitment and organizational commitment in general share same major components which can be explained in terms of three key terms; identification, effort and loyalty. Identification refers to strong belief in and acceptance of the organization or associating oneself with the organization. Effort refers to willingness to put lots of energy or exert considerable effort on behalf of the organization. Loyalty is strong intent or desire to remain with the organization.

Therefore, in the study, teacher commitment to school means teacher's considerable loyalty to specific school. Loyalty of individual teachers toward school can be influenced by agreement on the missions, the working environments, and relationships among members. Thus, teachers who are committed to their school are willing to exercise considerable effort for the school and are more likely to remain in that school (Anwar ul Haq et al 2014). Organizational commitment is multidimensional in nature, thus often it cannot directly or clearly linked to productivity but high organizational commitment is associated with lower turnover and absence (Tella, Ayeni & Popoola 2007 & Chelembo 2010). Generally it has three components which have implications for the continuing participation of the individual in a given organization. These are: affective commitment which is psychological attachment to organization; continuance commitment which refers to costs associated with leaving the organization and normative commitment – perceived obligation to remain with the organization.

2.1.3.1.2. Commitment to profession (teaching)

Teachers' commitment to the teaching profession as an occupational commitment is a positive affective attachment to one's occupation (Somech & Bogler, 2002). This indicates the extent to which one is engaged in carrying out the specific tasks in the workplace or the degree of importance that work plays in one's life. In the present study, this commitment is personal identification and satisfaction as a teacher. Commitment to the teaching profession becomes one of the most important policy concerns, especially where teacher turnover rate is high. Thus, teachers committed to the teaching profession are thought to be more satisfied with the job and are likely to identify themselves as teachers.

2.1.3.1.3. Commitment to students

Finally, teacher commitment to students like a client commitment represents teacher devotion to their student behavior and learning (Dannetta, 2002; Elliott & Crosswell, 2002). Teacher commitment to students includes teachers' willingness to help students and take responsibility for student learning and school life. Kushman (1992) argues that teacher dedication to helping student learning increases student engagement in learning and academic achievement, particularly for students who are academically at risk. This

commitment also seems to be related to emotional bonds with students such as personal caring. In this research, teacher commitment to students is defined as teacher devotion to and responsibility for student learning and behavior. This definition assumes that teachers who are committed to students will have strong interests in student learning and school life.

The three teacher commitment dimensions are necessary to accomplish school goals, to improve teacher professionalism, and to foster client-oriented teaching and learning environment. However, they can also be in conflict (Isim 2005)) when they are pursued at the same time. For instance, teachers who are more committed to the profession are less likely to be committed to school. Also, commitment to students may lead teachers to invest their efforts mostly in building relationships with students, independently of the needs of the school organization as a whole.

2.1.3.2. Commitment theories

Theories of commitment in brief description

S / N	Author	Theory	Description
1	S. H. Becker and W. J. Carper	The theory of professionalism	The theory is identified on four elements namely: <ul style="list-style-type: none"> • Occupational title and associated ideology. • Commitment to task. • Commitment to a particular organizational or institutional position • The significance for one’s position in the large society.
2	W. A. Gouldner	cosmopolitan-local theory	In this theory, the locals are individuals who associate themselves with and are committed to their organizations. Whereas the „cosmopolitans’ show more loyalty to their professions and identify themselves with their professional qualifications.
3	C. H. Kelman	Kelman’s theory of social influence	The theory categorizes commitment into three Propositions. These are: <ul style="list-style-type: none"> • Commitment by compliance which takes place as a

			<p>result of the perceived incentives or rewards or punishment.</p> <ul style="list-style-type: none"> • Commitment by identification happens when an employee wants to establish or maintain relationships with fellow peers or supervisors. • Commitment by internalization occurs when commitment becomes self-referential and self-generated.
4	S. H. Becker	The 'side-bet theory	The major concept of the theory is the hidden investments known as side-bet. This is accumulated investments by an individual employee over a period of time that would be lost if he or she decided to leave the organization or the occupation.
5	P. J. Meyer and J. N. Allen	The three-component approach to commitment	<p>The theory has three dimensional measures of Organizational commitment. These are:</p> <ul style="list-style-type: none"> • Affective commitment – This is where an employee identifies himself or herself with the organization, enjoys membership and speaks well about the organization. • Continuance commitment – This is where an employee continues to work for the organization due to the fear of losing out the accrued investments if he or she decided to leave his or her organization or occupation. • Normative commitment - is where an employee believes and feels that he or she has an obligation to remain in the organization or occupation.

Teachers' commitment has multidimensional sense. Unlike most employee commitment definitions, which largely focus on the organization as a whole, teacher's reality have

strong bonds to various objects such as the teaching profession, colleagues, students, professional associations, and schools (Insim, 2005). As Firestone and Pennell (1993) maintained, some mixes of commitment to the organization, profession, and students are necessary to enhance teachers' professionalism and to pursue changes in teaching practice. Therefore, teachers' commitment in this study viewed from this approach and explained by using the mixes of theoretical orientations discussed above with the special emphasis on the theory of professionalism and the three-component approach model to commitment.

2.2. Empirical review

Peters et al (2010) conducted a cross-sectional study on the job satisfaction and motivation of health workers in public and private sectors. The study was focused on two Indian states: Andhra Pradesh and Uttar Pradesh. Surveys of 1916 health workers were conducted using a standardized instrument to identify health workers' satisfaction with key work factors related to motivation. Results of the study showed high variability in the ratings for areas of satisfaction and motivation across the different practice settings, but there were also commonalities. For example four groups of factors which were related to job content and work environment identified as the most important characteristics of the ideal job, and rated higher than a good income. Good employment benefits and superior who recognizes work significantly more important to public sector workers than private sector workers. In conclusion the study put forward common areas, in particular the importance of non-financial motivators such as working environment and skill development opportunities that need to be considered by managers and policy makers to motivate health workers. In addition, the study highlights the need to focus on the importance of locally assessing conditions and managing incentives to ensure health workers' motivation toward their work.

Similar study conducted on Pakistani bank staff by Anwarul Haq et al (2014) based on theoretical framework of social exchange, the norm of reciprocity, and the theory of perceived organizational support found factors such as rewards, support from supervisor, promotion opportunities, work-family support, and favorable conditions of the job in determining organizational commitment of bank officers. In other words, analysis of

regression results found higher correlation between these factors and organizational commitment of bank officers.

Nguyen, Mai & Nguyen (2014) assessed in their study factors affecting employees' organizational Commitment among banking Staff in Ho Chi Minh City. A quantitative survey of 201 banking staff in 11 banks in the city based on convenience sampling method. The result confirmed the impact of a set of high-performance human resources managerial practices on staff's organizational commitment. These are relationship with management, working environment and conditions, career development, teamwork spirit and compensation. Job satisfaction is identified as a roadmap that bridges the pathway from human resources practices to organizational commitment. Thus the result found that career development and compensation less likely predict organizational commitment while teamwork spirit plays the most influential role in predicting commitment. This study also discovered that the more satisfied staff is with workplace, the higher commitment to organization they will make. This can be understood as affective orientation rather than income orientation (normative commitment) and benefit (continuance commitment).

Impact of organizational culture on organizational commitment and job satisfaction was studied by Alvi et al (2014) on chemical sector in Karachi. Quantitative research approach was used with 303 sample of respondents participated in the study. Regression analysis adopted to determine the relationship between the three typologies of organizational culture: supportive, innovative and bureaucratic organizational culture with job satisfaction and employee commitment. The result found that supportive and bureaucratic cultures have significant effect on employee commitment and job satisfaction. Innovative culture on the other hand does not affect or have any relationship with employee job satisfaction and his/her commitment. This is to mean that in chemical sector employee only concern about their job satisfaction more than loyalty to the organization.

Azeem (2010) investigated job satisfaction and organizational commitment among employees in the sultanate of Oman in service industry. The study sought to determine the impact of demographic factors and job satisfaction facets on organizational commitment by using correlation methods and tools. Job descriptive index (JDI) questionnaire and the

organizational commitment questionnaire (OCQ) used to gather data. The results of the study showed moderate significant positive relationship among job satisfaction facets, demographic factors, and organizational commitment. Supervision, pay, overall job satisfaction, age, and job tenure were the significant predictors of organizational commitment.

Luzzi et al (2005) investigated job satisfaction of registered dental practitioners. The main objective of the study was to identify issues which may influence recruitment and retention of dentists in active clinical practice. The study measured job satisfaction based ten conceptual and empirical dimensions of work that predict job satisfaction. These are autonomy, relationships with colleagues, relationships with patients, relationships with staff, personal time, intrinsic satisfaction, community in which the dentist works, compensation, administrative responsibilities and resources. In addition to specific dimensions the study also measured general satisfaction based on three sub-scales: global job satisfaction, global career satisfaction, and global specialty satisfaction. A cross-sectional survey and ANOVA analysis of the responses of 80 private and 80 public sector samples showed significant differences in levels of satisfaction for various dimensions of job satisfaction by gender, age group and practice type. Overall this study has revealed that dentists in active clinical practice are reasonably satisfied with their job in general including with various components of their job. Nevertheless, satisfaction scores were higher for autonomy, relationships with colleagues and resources, but lower for compensation and administrative responsibilities.

Various studies relate job satisfaction and commitment in a number of ways. According to the study conducted by Rosenholtz (1989) job satisfaction is one of a predicting factor for commitment. Because teachers' commitment can alternatively be viewed as the extent of their work investment, performance quality, satisfaction, attendance, and desire to remain in the profession. However, some argue as commitment being an antecedent for job satisfaction. The results of study conducted on three Malaysian colleges regarding factors affecting lecturers' organizational commitment places job satisfaction after job involvement and perceived organizational support as an efficient way of obtaining highly committed human resource (Salim, Kamarudin & Abdul Kadir n.date).

Shann (2001) likewise in her study conducted on teachers' professional commitment and satisfaction in urban middle schools indicated job satisfaction as critical to teacher retention, teacher commitment, and school effectiveness. Hence job satisfaction seems a predicting factor for teachers' commitment. Shann(2001) further found out that teachers' job satisfaction is a determinant of teachers' commitment and further highlighted the need to work on job satisfaction before workers develop a sense of commitment. The results of various study identified rewards, task autonomy and discretion, learning opportunities and efficacy as critical dimensions associated with teachers' commitment and also as important variables in determining and measuring job satisfaction in the social organization of school(Astrauskaitė 2011, Robbins & Judge 2013, Azeem 2010& Luzzi et al 2005). Thus teacher's commitment and job satisfaction are related in their dimensions as well.

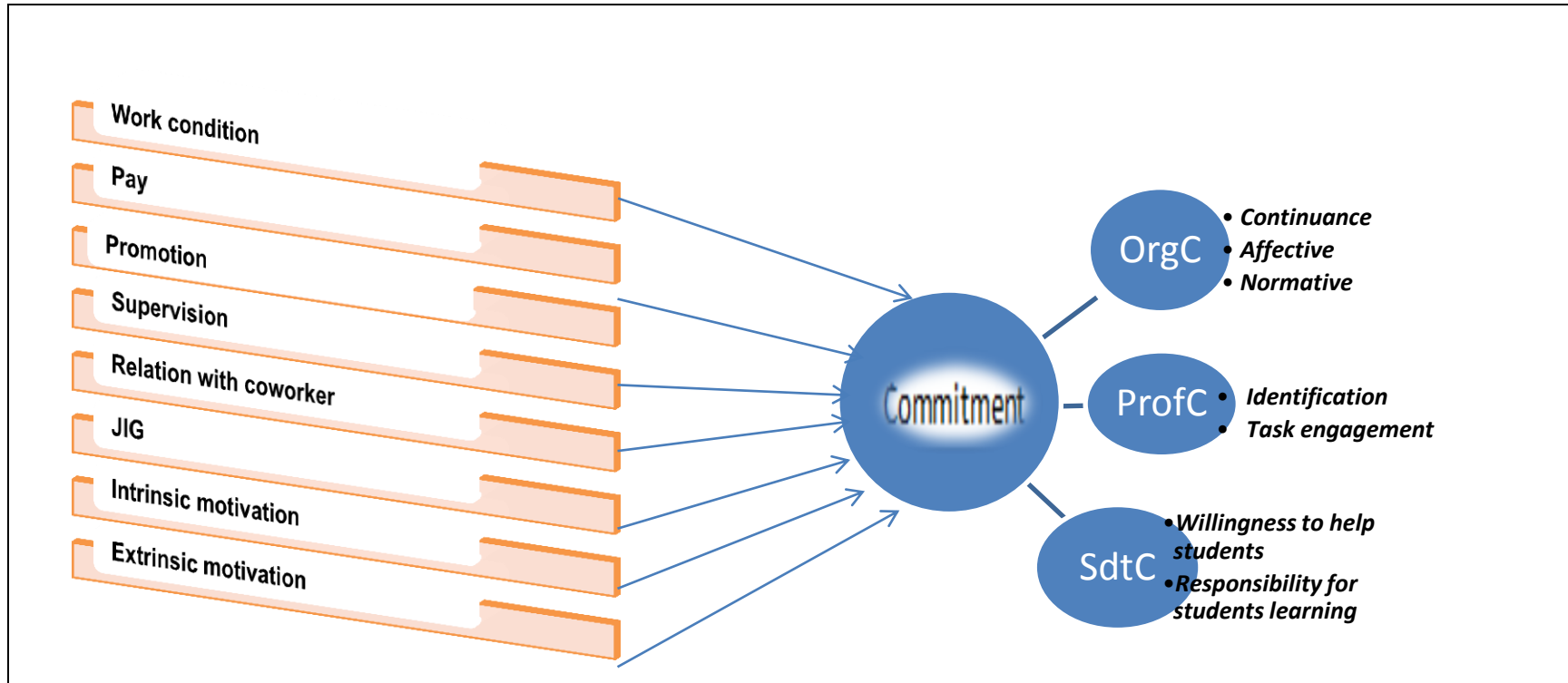
One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs (Tella, Ayeni & Popoola 2007). Whether money or other incentives are used as motivation, it is clear that the nature of motivation can determine commitment. Chelembo (2010) developed a model of study which relates intrinsic motivation to occupational commitment and; extrinsic motivation to organizational commitment. As oppose to this some organizational social psychologists noted internal motivation as basic conditions that promote high performance motivation and commitment to work place (Rosenholtz 1989). The idea is if people are highly motivated, their feelings are closely related to how well they perform on the job; good performance is self-rewarding and provides the incentive for continuing to perform well. Alternatively according to this notion when people experience low internal motivation, they feel dissatisfied and alienated, and subsequently engage in a variety of work behaviors that only reinforce their task failure, including absenteeism from work, low effort expenditure, and outright defection (Rosenholtz 1989).

Tella, Ayeni & Popoola (2007) examine the relationship between work motivation, job satisfaction, and organizational commitment. The findings of this study revealed that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative. No difference was observed in the perceived motivation of professional and non-professional library

personnel. Moreover, findings also showed no relationship in the organizational commitment of library personnel based on their years of experience.

Peters et al (2010) indicated that job satisfaction is inextricably linked to motivation, and both involve cognitive, affective, and behavioral processes with worker motivation commonly understood as the reason why workers behave as they do towards achieving personal and organizational goals. Sirabizu (2013) similarly in his study stated that when employees' economic, social, and psychological and job related needs are fairly and adequately addressed they are willingly engaged in good performance and sustain organizational commitment. For this he underscores the importance of leadership style.

2.3. Conceptual model



Model 2: Model developed for the study

The model is developed based on the combination of Stanton et al 2002 aJDI, Russell et al, 2004 aJIG and Billingsley & Cross 1992 assumption of teachers' commitment.

Job satisfaction: JIG & JDI subscales(work, pay, promotion, supervision and coworker)

Motivation: intrinsic motivation and extrinsic motivation

CHAPTER THREE

Research Methodology

Overview

This chapter describes briefly, research design, population and sample of the study, sampling method (technique), types of data, method of data collection and data analysis procedure.

3.1. Research Design

Explanatory research design was used to investigate the relation between job satisfaction, motivation and teachers' commitment along with their dimensions. An explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables or more variables co-vary. Meaning changes in one variable are reflected in changes in the other (Creswell 2012 p.340). Basic objective of this form of correlational research is to explain the association between or among variables.

3.2. Population and sample size

The target population of this study was 87 academic staffs from Jimma Teachers' College. Roughly 66 academic staffs were participated in the study of which 7 individuals failed to return or respond. Thus the response rate stands at 89%. However, the responses of eight participants' were disregarded for analyses due to various reasons. Some were partially filled by the respondents while others contained more of straight line responses for both positive and negative items relating to JDI subscale variables. Eventually, the responses' of 51 (77%) participants were analyzed.

Pallant formula of determining the sample size was employed for the sake of using multiple regressions. Pallant (2005: 136) suggests that attention has to be given to the sample size in using multiple regressions. She suggested 15 cases for every independent variable and forwarded a formula that can be used to determine the minimum sample size required (i.e., sample size $\geq 50 + (8 \times \text{number of independent variables})$). Since job satisfaction and motivation are the main independent variables, this study requires $50 + (8 \times 2) = 66$ minimum sample size. This is feasible provided the small number of teachers currently teaching in the college.

3.3. Methods of data collection

Procedure

Standardized survey questionnaires were administered in person to sample population of 66 academic staffs. Reliability of the instruments related to each variables and their dimension tested and Cronbach's alpha coefficients ranging from 0.673 – 0.868 obtained indicated good internal consistency. The questionnaire contains demographic information; job descriptive index (JDI), job in general satisfaction (JIG), intrinsic motivation; extrinsic motivation; organizational commitment, occupational/professional commitment, and commitment to students. Job satisfaction items for JDI and JIG dimensions were measured based on 'yes, no or cannot decide' options. But a five (5) point Likert scale was used for the other variables.

3.4. Method of data analysis

3.4.1. Measures

Participants were received a packet of questionnaires consisting of demographic information, aJDI/aJIG(abridged facet specific and general job satisfaction) questionnaires, intrinsic and extrinsic motivation questionnaires, organizational, professional and commitment to student questionnaires.

Demographics

Participants completed a short demographic questionnaires consisting age, gender, children, experience in profession and organization, stream, and qualification.

Abridged JDI/JIG

These are short form of questionnaire which measures job satisfaction. AJDI (abridged job descriptive index) consist of five subscales measuring different aspects of job: work, pay, promotion, supervision, and coworker. The subscales contain 25 items. The JIG contains 8 more items measuring overall job satisfaction. JDI is a popular job satisfaction assessment tool employed by many researchers across different fields of studies including education though this short version is more modern and empirically sound global and facet satisfaction scales with reliability of .85(Cunningham 2004 & Azeem 2010). The JDI/JIG questionnaires are standalized

questions and obtained for this study through permission from Bowling Green State University along scoring and interpreting guideline.

Intrinsic motivation

Intrinsic motivation among teacher-educators was measured by adopting the fifteen items based on the Causality Orientation Scale and the Student Interest and Experience Questionnaire. Items 5 and 8 had to be re-coded because they had been negatively formulated. The reliability for this scale was good (Cronbach's alpha = .687) but slightly down from 0.85 often reported in different study. This may be resulted from small sample size used. Hence, no items were deleted from this scale.

Extrinsic motivation

This was determined by adopting the fifteen items based on the Causality Orientation Scale and the Student Interest and Experience Questionnaire. Items 8 and 12 were re-coded because they were negatively formulated. This scale had just passed the mark of being reliable with Cronbach's alpha of .673. This is consistent with previous study. As a result, no item was deleted from this scale.

Organizational commitment

OCQ questionnaire developed by Mowday et al (1982) used. The OCQ is a 15-statement instrument, which uses a 7-point scale from "strongly disagree" to "strongly agree". However this scale is slightly modified to five stage likert scales from 1-5 (extremely disagree to extremely agree) and shorten to 12 items. Statements are directed at the 3 elements of a strong belief and acceptance of the organization's goals and values, a willingness to exert considerable effort and a strong desire to maintain membership. Strong Cronbach's alpha coefficient of 0.854 value obtained for this scale.

Professional commitment

Professional commitment was measured by using the six (6) items that were advanced by Meyer, Allen & Smith and adopted by Chelembo(2010). Items 2, 4 and 5 were re-coded because they were negatively formulated. The scale is reliable (Cronbach's alpha = .787)

Commitment to student

Items for this scale developed for this study. Among the six items developed two are negatively formulated. The negative items resulted in negative reliability. To avoid these negative items were recoded and Cronbach's alpha 0.796 obtained.

3.4.2. Statistical analyses

Data for the study analyzed at different level. First demographic information was analyzed using frequencies. The relationship between independent variables job satisfaction and motivation with dependent variable teachers' commitment was analyzed using Pearson correlation coefficient. In addition, multiple regressions was used to answer the research questions, test hypothesis and establish the relative predicting values of each variables or a set of subscales that made up the study model. In all cases statistical software IBM SPSS 20 analytical tool used to analyze the data. Correlation analysis describes the extent to which a variable is either positively or negatively correlated with another variable (Creswell 2012). A significant relationship is indicated often by a p-value smaller than or equal to .05. Multiple regressions were the main tool because it is ideal to test the proposed model of the study. Pallant (2005) described various functions of multiple regressions as follows;

- Used to address a variety of research questions.
- It can tell how well a set of variables is able to predict a particular outcome.
- provide information about the model as a whole (all subscales), and the relative contribution of each of the variables
- test whether adding a variable contributes to the predictive ability of the model,
- Statistically control for an additional variable (or variables) when exploring the predictive ability of the model.

In this study, linear multiple regression analysis was used to investigate the impact of job satisfaction and motivation on teachers' commitment on one hand and the effects of job satisfaction and motivation dimensions JDI and JIG with teacher's commitment dimensions: organizational, professional and commitment to students.

CHAPTER FOUR

4.1 Results and discussion

This study investigated the influence of job satisfaction and motivation toward determining teachers' commitment: commitment to organization, commitment to profession and commitment to students. This has been done by answering four research questions and testing four related hypothesis through mainly correlation and regression analysis. This chapter presents analyses and results of the study preceded by the review of data gathering and preliminary analyses.

The preliminary analyses mainly concerned with preparing the data for analyses. This includes, looking for missing values, identifying outliers visually and in plot, testing reliability of data collection instruments and description of demographic information. Generally data were carefully examined to ensure that statistical assumptions were met for every analyses required. For instance visual inspection of data in a table was carried out to avoid out of range coded items and missing data from SPSS output.

Reliability

Table 4.1: Reliability test for items corresponding to study variables

	Dimensions	No of items	Cronbach's alpha
Job satisfaction	JDI (five subscales)	25	.868
	JIG	8	.848
Motivation	Intrinsic Motivation(IM)	15	.685
	Extrinsic motivation(EM)	15	.673
Commitment	Organization	12	.854
	Profession	6	-.114 → 0.787
	To students	6	.796

With the exception of professional commitment, data in the above table showed good internal consistency. Cronbach's Alpha coefficient ranges from 0 to 1 but according to various literatures an alpha score below 0.6 are considered poor while ranges within 0.7 are acceptable; those coefficients above 0.8 are considered good (Nyengane 2007). The job descriptive index (JDI) which shows an average alpha coefficient of 0.868 vary in its internal consistency for each five subscales with pay and relation with coworker subscales' having high coefficients of 0.838 and 0.814 respectively followed by promotion 0.775, supervision 0.736, and work 0.65 alpha

coefficients. This is consistent with previous empirical findings (Cunningham 2010) and JDI guideline of Bowling Green State University which holds authority of the instrument. The negative reliability for professional commitment items were resulted either from presence of numerous negative items (Creswell 2012). Thus by recoding the negative items Cronbach's alpha coefficient of 0.787 obtained subsequently for professional commitment.

Demographic information

Demographic variables like gender and educational level are not as such important in this study because there are only two female teachers in the college. In terms of education also 40 respondents which constitute 78.4% are master's holder. Therefore, the crucial variables that can be related with other main variables like job satisfactions are age, experience in the occupation as well as experience in the organization. In terms of age the highest frequency, about 22 individuals who account for 43.1% falls between 31-40 years of age and 21.6% falls in the range of 41-50 years. The college possesses quite an experienced academic staffs. More details can be seen from the following table.

Table 4.2: Demographic information

		Age			
		Frequency	Percent	Valid Percent	Cumulative %
Valid	<=30 years	9	17.6	17.6	17.6
	31-40 years	22	43.1	43.1	60.8
	41-50 years	11	21.6	21.6	82.4
	>50 years	9	17.6	17.6	100.0
	Total	51	100.0	100.0	
		Experience in the organization			
Valid	1-5 years	16	31.4	31.4	31.4
	6-10 years	18	35.3	35.3	66.7
	11-15 years	5	9.8	9.8	76.5
	≥16	12	23.5	23.5	100.0
	Total	51	100.0	100.0	
		Experience in the occupation			
Valid	1-5 years	5	9.8	9.8	9.8
	6-10 years	9	17.6	17.6	27.5
	11-15 years	4	7.8	7.8	35.3
	≥16	33	64.7	64.7	100.0
	Total	51	100.0	100.0	

4.1.1 Analysis

Data was analyzed in different ways. First descriptive statistics and frequencies were calculated for all variables. Second an Intercorrelation matrix including all key variables of interest was computed. Then correlation within and across dimensions of variables of the study was analyzed by using Pearson correlation coefficient to see the relationship in terms of direction, form and strength. Correlation also made between dependent and independent variables to test multicollinearity assumption which invalidates multiple regression statistical procedure. Multicollinearity occurs when we have two or more independent variables that are highly correlated with each other. This leads to problems with understanding which independent variable contributes to the variance explained in the dependent variable, as well as technical issues in calculating a multiple regression (Leard statistics 2013). Having tested linearity of the data, multiple linear regressions were conducted further to test the hypothesis and answer the research questions.

4.1.1.1 Descriptive statistics

This technique helps to summarize quantitative data by creating patterns and relationships which cannot be recognized simply from raw data. Specifically the method could show variability – spread of items’ values and the center of data. The following table summarizes variables of the study based on mean, median, mode, standard deviation, minimum and maximum points.

Table 4.3: sample size, mean, standard deviation, maximum and minimum points

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction with work	51	.00	15.00	8.0784	4.50264
Satisfaction with pay	51	.00	15.00	6.1373	5.18081
Satisfaction with promotion	51	.00	15.00	4.2157	4.32811
Satisfaction with supervision	51	.00	15.00	4.1961	4.10375
Relation with coworkers	51	.00	15.00	9.4706	4.88407
General job satisfaction	51	.00	24.00	12.0196	7.35796
Intrinsic motivation	47	3.13	5.00	3.9787	.42735
Extrinsic motivation	51	1.67	4.87	3.0235	.54582
Organizational commitment	50	1.33	5.00	2.7583	.79722
Professional commitment	51	1.00	2.50	1.6993	.47143
Commitment to student	51	1.00	2.33	1.3987	.42042
Valid N (listwise)	46				

Z-score to percentile rank, which is also known as a six sigma techniques, was employed as a bench mark to compare the mean score of each variable. The technique converts raw data into a normal score and more applicable to likert scale measurement (Sauro 2011). 80% is usually considered a good place to start and go through three series steps; subtract the bench mark from the mean, divide the difference by standard deviation, convert the z-score into a percentile rank.

The descriptive statistics table contains different scales. The five JDI subscales have similar scale which range from 00-15. Thus the bench mark for this category will be $12(15 \cdot .80 = 12)$. Using similar calculation bench mark score for JIG is 19, 4 for intrinsic and extrinsic motivation, and 2 for professional and commitment to students. Accordingly, the z-score and variance of -0.87 (30.7%) for work, -1.14 (37%) for pay, -1.80 (46.6%) for promotion, -1.91 (47%) for supervision, -0.55 (20.8%) for coworker and -0.988 (33.6) for general job satisfaction. In total job satisfaction has 34.96% variability of mean below the bench mark score and 50% variance are below the mean score point. In other word 84% of the teacher educators' scores are below the benchmark which indicates high satisfaction. Hence from the observation job satisfaction among teachers can be said low. Except relation with people at work (coworker), teachers do not seem to be happy with aspects like work, pay, promotion and supervision. By the same token teachers like the relation they have with people at work but they dislike lack of promotion or growth in their work, the pay and the way supervision has been conducted.

The z-scores and concomitant variance for intrinsic motivation is -0.04 (1.6%), -1.78 (46.25%) for extrinsic motivation, -1.55 (43.94%) for organizational commitment, -0.638 (23.57%) for professional commitment and -1.43 (42.22%) for commitment to students. The level of intrinsic motivation is high but variation of extrinsic motivation from the benchmark is huge therefore teachers has an issue with this aspect. These answers the second and third research questions of the study which enquire the level and extent of teachers' satisfaction and motivation among academic staffs.

4.1.1.2 Correlation analysis

Person correlation coefficient was computed for the following variables which constitutes model of the study. Analyses of their associations were described after the matrix table.

Table 4.4 Zero-order Pearson Correlations coefficient matrix

		Correlations								
		1	2	3	4	5	6	7	8	9
Pearson	1. Teachers' commitment	–								
Correlation	2. work	.097	–							
	3. pay	.317	.463	–						
	4. promotion	.466	.371	.492	–					
	5. supervision	-.012	.257	.373	.405	–				
	6. coworkers	.276	.074	.260	.305	.398	–			
	7. JIG	.254	.682	.446	.439	.416	.328	–		
	8.Extrinsic motivation	.421	.053	.143	.273	-.088	.033	.031	–	
	9.Intrinsic motivation	.344	.280	.270	.385	-.020	.025	.252	.491	–

Dependent variable: teachers' commitment

P < 0.05

N=46

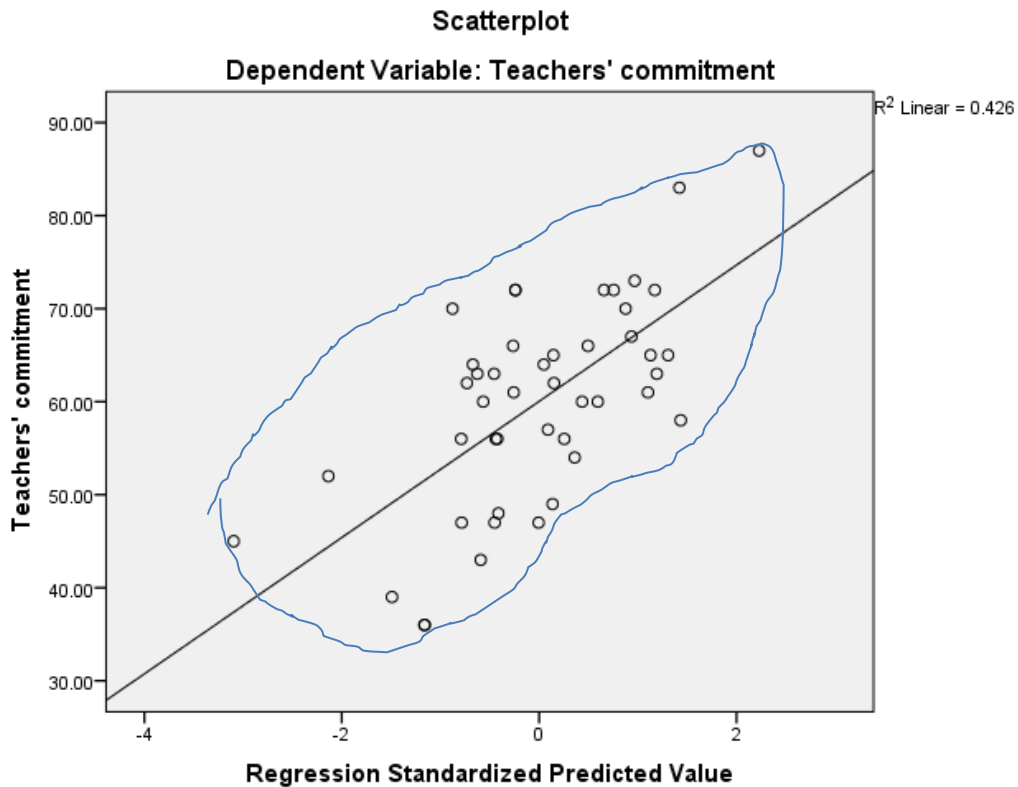
Association between scores

Investigating association between variables scores requires understanding the direction of the association, the form of the distribution, the degree of association, and its strength.

Teachers' commitment is correlated with job satisfaction subscales except with work and supervision scales. Similarly, intrinsic and extrinsic motivations are correlated with teachers' commitment. The highlighted value in the above table illustrates. Aspects like work and supervision have statistically insignificant relation with teachers' commitment. In terms of direction the association shows positive relationship, no subscale or dimension that are related with teachers' commitment has negative sign in front of the respective coefficient value.

Form of the distribution

Patterns of association between variables can be obtained through scatter plot with regression line. The regression line does a couple things. First it depicts if the relation between independent and dependent variables are linear or nonlinear and positive or negative. If the relation is linear the data is said to be best fit for regression model (Creswell 2012).



The line which dissects the scatter plots is the line of best fit. It indicates not only the positive relationship but also the relationship strength via coefficient of R square value. As can be seen from the graph the relation between teachers' commitment, motivation and job satisfaction is linear positive. The R square value indicates association strength between the variables and the R square value of 0.426 is interpreted as 42.6% association.

Degree/strength of the association

Coefficient of determination which is the product of correlation coefficient is often used to evaluate degree of association between variables. The size of the coefficient is also used as other standards for interpreting the strength of the association. Cohen and Manion (1994) outlined such guideline to indicate whether the association provides meaningful information. Thus the association between promotion ($P=0.466$), extrinsic motivation ($P=0.421$) and teachers' commitment falls in the range 0.35 – 0.65 which classified showing good association. The degree of association with pay, coworker, JIG and intrinsic motivation is slight or small. .

The level of correlation exhibited among variables in the above correlation matrix can suffice further statistical procedure multiple regression to investigate the predictive value of each variable which the correlation procedure limited to do.

4.1.1.3 Regression analysis

Multiple regressions are used to predict the value of a dependent variable based on the value of two or more other independent variables (Cohen Manion & Morrison 2007). Thus this study investigated if teachers' commitment (dependent variable) can be predicted based on the level of employees job satisfaction and work motivation (independent variables). Pallant (2005) indicated that regression analysis can only be done if the correlation value between studied variables falls below 0.7. This can be observed from table 4.4.

The multiple regression analysis using SPSS can produce quite a number of important tables. The model summary table is the first one. It describes the whole effects or influences of all independent variables on the dependent variable. The model provides statistical values for R , R^2 , adjusted R^2 and the standard error of the estimate. In addition, the table can be used to determine how well a regression model fits the data (Creswell 2012).

Table 4.5: Summary of R , R^2 , and Adjusted R^2 in regression analysis

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.652 ^a	.426	.302	9.37908	.426	3.429	8	37	.005

a. Predictors: (Constant), Intrinsic motivation , satisfaction with supervision , satisfaction with work, Relation with coworkers, Extrinsic motivation, Satisfaction with pay, satisfaction with promotion , General job satisfaction
b. Dependent Variable: Teachers' commitment

P < 0.05

N=46

In the summary model above the value of $R = .652$ represents the multiple correlation coefficient for all independent variables. R is one measure of the quality of the prediction of the dependent variable which is teachers' commitment here in this study. So a value of 0.652 indicates very good association or significant level of prediction. The coefficient of determination value ($R^2 = 0.237$) in R square column shows 42.6% variability in the dependent variable that can be

attributed to or explained by independent variables. Adjusted r square is important in such a way that it reduces estimate or predication bias as opposed to R square which increases as items or variables of analysis increase (Pallant 2005). Therefore, to be more exact 30.2% of dependent variable variance explained by independent variable based on adjusted R square value. The regression model is modest in terms of goodness fit because the R square value falls in the range of 0.11- 0.30 which according to Muijis guideline quoted by Cohen, Manion and Morrison(2007) dubbed as modest.

Table 4.6: Analysis of variance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2413.127	8	301.641	3.429	.005 ^b
	Residual	3254.786	37	87.967		
	Total	5667.913	45			

a. Dependent Variable: Teachers' commitment
b. Predictors: (Constant), Intrinsic motivation , satisfaction with supervision , satisfaction with work, Relation with coworkers, Extrinsic motivation, Satisfaction with pay, satisfaction with promotion , General job satisfaction

The analysis of variance shows significant relationship between dimensions of job satisfaction, motivation and teachers' commitment because the ANOVA value 0.005 is less than 0.05 which indicates statistical significance level. With this we can proceed to the analysis of unstandardized and standardized coefficients in the following table to see the predictive value or contribution of each independent variable in terms of explaining variance of dependent variable.

Table 4.7: the beta coefficient in regression analysis

Coefficients ^a												
Model			Beta	t	Sig.	95.0% CI for B		Correlations			Collinearity Statistics	
	B	Std. Error				L B	UpB	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	34.840	15.333		2.272	.029	3.772	65.909					
Work	-.559	.454	-.225	-1.232	.226	-1.480	.361	.097	-.198	-.153	.464	2.157
Pay	.354	.335	.166	1.056	.298	-.325	1.033	.317	.171	.132	.629	1.591
Promotion	.870	.406	.353	2.141	.039	.047	1.694	.466	.332	.267	.571	1.750
1 Supervision	-.824	.423	-.302	-1.951	.059	-1.681	.032	-.012	-.305	-.243	.649	1.541
Coworkers	.399	.324	.178	1.232	.226	-.257	1.055	.276	.198	.153	.746	1.341
JIG	.366	.304	.230	1.201	.237	-.251	.982	.254	.194	.150	.422	2.368
EM	.352	.201	.258	1.756	.087	-.054	.758	.421	.277	.219	.717	1.395
IM	.056	.283	.031	.198	.844	-.518	.630	.344	.033	.025	.635	1.574

a. Dependent Variable: Teachers' commitment

The Beta weight (β) is the amount of standard deviation unit of change in the dependent variable for each standard deviation unit of change in the independent variable (Cohen, Manion & Morrison 2007, p.538). In the table above, therefore the weight of standard beta is 0.353 for promotion and 0.302 for supervision. This tells us that, for every standard deviation unit change in promotion teacher's commitment will rise by 0.353(35.3%) and for every standard deviation unit change in supervision teachers' commitment will decline by 0.302(30.2%) of one standard deviation unit. This can also explain why the regression line slope tilted down from 45°.

The partial correlation coefficients in partial correlation statistics describe the unique contribution each independent variable has in determining commitment. This can be obtained by squaring the coefficient value or score. Therefore, the variables' unique contribution respectively is 2.3%, 1.7%, 7.1%, 5.6%, 2.3%, 2.2%, 4.7% and 0.06%. So except promotion, supervision and extrinsic motivation the observed contribution for the rest are insignificant. Tolerance and VIF (variance inflation factor) values under collinearity statistics column suggested no problem regarding Multicollinearity assumption because the tolerance values for both variables are greater than 0.10 which normally indicate the problem otherwise. The VIF values are also less than 10 indicating no problem.

The regression table uses standardized coefficient of beta weight show in the same way enables the comparison of the strength of one predictor variable with the strength of other predictors (Creswell 2012 & Cohen, Manion & Morrison 2007). The standardized regression coefficient is more useful to assess the relative importance of the variables in terms of strength and prediction.

Table 4.8. Regression table

Teachers' commitment (outcome variable)	
Predictor variables	beta (β)
1. Pay	.166 → weak
2. Promotion	.353 → moderate
3. Coworker	.176 → weak
4. JIG	.230 → modest
5. Intrinsic motivation	.031 → weak
6. Extrinsic motivation	.258 → moderate

$R = .652$
 $R \text{ squared} = .426$
 $P < .05$
 $N = 46$

A regression table shows two things. The overall amount of variance (R squared) and the regression weight, meaning the amount of contribution of each variable controlling for the variance of all other variables.

In conclusion, multiple regressions computed to investigate the relationship between job satisfaction subscales (work, pay, promotion, supervision, and coworker) and motivation (intrinsic and extrinsic) toward teachers' commitment. The relationship showed by the results of $R = 0.652$, $R^2 = 0.426$, adjusted R square (0.302), $P = 0.005$ at significant level $p < 0.05$ contributing 42.5% variability on dependent variable. In general the regression analyses of model summary, ANOVA, and beta coefficient offers a positive moderate relationship between job satisfaction, motivation and teachers' commitment. This in turn provides an answer for the first research question which enquires the nature of the relationship between job satisfaction, motivation and commitment. Moreover, the analysis found promotion and extrinsic motivation more significant factors for teachers' commitment. These in its own right provide an answer for research question four.

4.1.4. Hypothesis testing

Estimated regression models

Let us test the hypothesis and see the individual contribution of each independent variable in determining the dependent variable.

Hypothesis one (H1): *there will be statistically more significant difference between job satisfaction and motivation in determining teachers' commitment.*

According to the manual (bowling) job satisfaction is the combined effect of JDI subscales (work, pay, promotion, supervision, and coworker) and job in general satisfaction. Similarly motivation is also the result of two dimensions (intrinsic and extrinsic motivation).

Table 4.9: Analysis of linear regression between job satisfaction and teachers' commitment

$R = .514, R^2 = .264, Adj R^2 = .230$

	B	Std. Error	Beta	t	Sig.	Contribution %	Unique contribution
(Constant)	17.072	12.463		1.370	.178		
1 Job satisfaction	.135	.070	.259	1.932	.060	6.7%	6.4%
motivation	.352	.120	.392	2.931	.005	15.4%	14.6

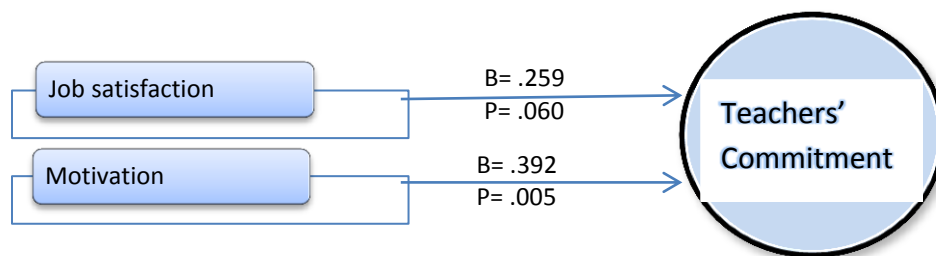
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1497.667	2	748.833	7.721	.001 ^b
	Residual	4170.246	43	96.982		
	Total	5667.913	45			

a. Dependent Variable: teachers' commitment

b. Predictors: (Constant), motivation, Job satisfaction

$$\text{Teachers' commitment} = 17.072 + 0.135JS + 0.352M + \epsilon (\text{Std. error})$$

Job satisfaction and motivation together explains 26.4% variability in teachers' commitment. The relationship is significant ($p = .001$), moderate and positive as well. However, most of the variance is attributed to motivation (15.4%), job satisfaction has less contribution in terms of both relative (6.7%) and unique (6.4%) contribution. Therefore, based on this hypothesis one (H1) is acceptable.



$P < 0.05$

Hypothesis two (H2): As the level of motivation increases teachers become more committed.

Table 4.10: linear regression b/n motivation and teachers' commitment (DV)

R= .448, R ² = .200 Adj R ² = .182						
		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.698	12.839		1.378	.175
	Teachers' motivation	.402	.121	.448	3.321	.002

a. Dependent Variable: commitment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1135.799	1	1135.799	11.027	.002 ^b
	Residual	4532.114	44	103.003		
	Total	5667.913	45			

a. Dependent Variable: commitment

b. Predictors: (Constant), Teachers' motivation

The contribution of motivation towards teachers' commitment among Jimma teachers college lecturers forms linear regression as follows.

$$Y = 17.698 + 0.402X_1 + .121$$

Y= teachers' Commitment

X1= motivation

Constant 27.196

Standard Error 0.121

Motivation and teachers' commitment has positive relationship because the coefficient value ($R = .448$) is positive. This means that as the motivation level increases teachers' commitment likewise increases and vice versa. Thus hypothesis two is acceptable. Motivation has strong association with teachers' commitment correlation $R = .448$, $R^2 = .200$ Adj $R^2 = .182$ $t = 1.378$, $F(1, 44) = 11.027$ and $p = 0.002$ ($p < 0.05$) contributing 20% variance towards determining teachers' commitment in the college. Therefore, hypothesis two (H2) will be accepted.

Hypothesis three (H3): Different dimensions and attributes of job satisfaction and motivation predict specific dimension of teachers' commitment more significantly.

Following the above estimation model all eight predictor variables (IM, EM, JIG, JDI subscales (work, pay, promotion, supervision, and coworker) were linearly regressed for the three dimensions of teachers' commitment: commitment to organization (OrgCom); professional commitment (ProfCom) ; and commitment to student(ComSt).

Organizational commitment

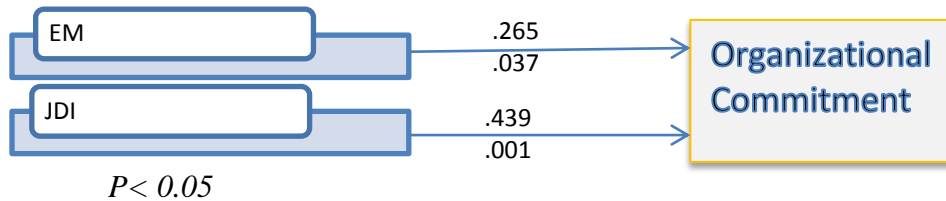
All dimensions of job satisfaction and motivation were correlated with organizational commitment. In total the four dimensions stated in the table below influence 26.9% variability on the dependent variable with $R^2 = 0.269$. However, as illustrated in the table below JDI subscales or facets specific satisfaction and extrinsic motivation were found significantly correlated with organizational commitment.

<i>R=0.518, R square=.269(26.9%) Adj R square=0.197</i>						
	B	Std. Error	Beta	t	Sig.	Contribution %
(Constant)	-.173	12.975		-.013	.989	
General job satisfaction	.073	.255	.052	.288	.775	0.27%
1 Facets specific satisfaction	.187	.112	.304	1.668	.103	9.24%
Extrinsic motivation	.275	.186	.229	1.477	.147	5.24%
Intrinsic motivation	.231	.256	.144	.902	.372	2%

The contributions of all the four factors were calculated as follows and summarized in the table above. All dimensions are related with organizational commitment.

$$\text{OrgCom} = -.173 + 0.275\text{EM} + 0.231\text{IM} + 0.073\text{GJS} + 0.173\text{JDI}$$

However, facets specific satisfaction (JDI) has significant contribution toward determining organizational commitment followed by extrinsic motivation (EM). Excluding the rest the two alone statistically significantly predict organizational commitment $F(2, 48) = 9.184$ $p = 0.000$, at $p < 0.05$ $R = 0.506$, $R^2 = 0.256$ adjusted $R^2 = 0.22$ contributing 25.6% variability in predicting organizational commitment among teacher-educators. The R value is above the 0.5 mark and indicates strong association (Muijis in Cohen 2007).



Similar studies conducted on teachers or teachers' institution by Ismail (2012) and Jahandoost, Niknejadi and Iravani (2013) found job satisfaction facets as important factors determining organizational commitment.

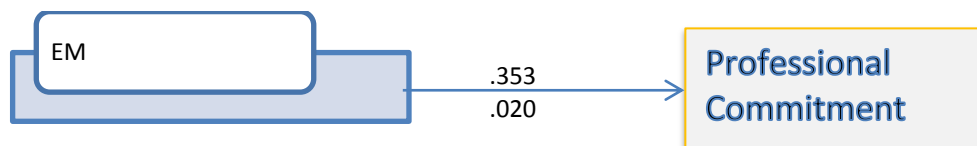
Professional commitment

Except extrinsic motivation (EM) other independent variables JDI subscales, JIG, and IM had little influence on professional commitment. Extrinsic motivation correlated significantly with professional commitment with $R=0.325$, $R\text{ square} =0.106$, $F(1\ 49)=5.787$, $P=0.020$, $P < 0.05$ contributing 10.6% variance on dependent variable. The relationship is moderate. However, this contradicts earlier findings of the likes of Chelembo (2010).

R=0.378, R square=.143(14.3%) Adj R square=0.069(6.9%)							
	B	Std. Error	Beta	t	Sig.	Partial	contribution
(Constant)	13.166	4.280		3.076	.004		
Extrinsic motivation	.137	.062	.353	2.215	.032	.310	9.61%
Facets specific satisfaction	-.025	.036	-.125	-.700	.487	-.103	1%
General job satisfaction	.103	.073	.251	1.400	.168	.202	4%
Intrinsic motivation	-.016	.084	-.031	-.194	.847	-.029	0.01%

$$\text{ProfCom} = 13.166 + 0.137\text{EM} - 0.016\text{IM} + 0.103\text{GJS} - 0.025\text{JDI}$$

Even though general job satisfaction has an influence of 4% variability it statistically insignificant as its significance which is 0.168 is greater than the significance level 0.05.



Commitment to the student

Teachers' commitment to student was not statistically significantly correlated with neither of the predictor variables with the beta and corresponding p-value, $\beta=0.006$ and $P= 0.858$ for JDI, $\beta=0.033$ and $P=0.609$ for JIG, $\beta=0.122$ and $P= 0.102$ for IM and $\beta=0.059$ and $P=0,285$ for EM. Analysis of variance for all variables is 0.468 which is above the statistically significant value 0.05.

Based on the above analyses of models except commitment to student, different dimensions of independent variables were related with specific types of dependent variable dimensions. Therefore, hypothesis three will be accepted.

Testing the study model (stepwise)

Stepwise statistical procedure was computed to test the proposed study model. Stepwise selection method is a combination of forward and backward selection approaches. It starts with no variables in the model and then adds variables one by one and selects the variable that results in the largest increase in R^2 . After each inclusion step, a backward elimination process is carried out to remove variables that are no longer judged to improve the model or result in no change in R^2 value (Landau & Everitt 2004).

Model Summary ^c									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.466 ^a	.217	.200	10.04026	.217	12.226	1	44	.001
2	.557 ^b	.311	.279	9.53166	.093	5.821	1	43	.020

a. Predictors: (Constant), satisfaction with promotion
b. Predictors: (Constant), satisfaction with promotion , Extrinsic motivation
c. Dependent Variable: Teachers' commitment

Looking at the first model promotion explains 21.7 % variance alone. But the R square change value (0.093) under the second model row shows 9.3% variance increment brought about inclusion of extrinsic motivation. The Anova table indicates whether the two variables are significant statistically in determining commitment.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1232.416	1	1232.416	12.226	.001 ^b
	Residual	4435.497	44	100.807		
	Total	5667.913	45			
2	Regression	1761.256	2	880.628	9.693	.000 ^c
	Residual	3906.657	43	90.852		
	Total	5667.913	45			

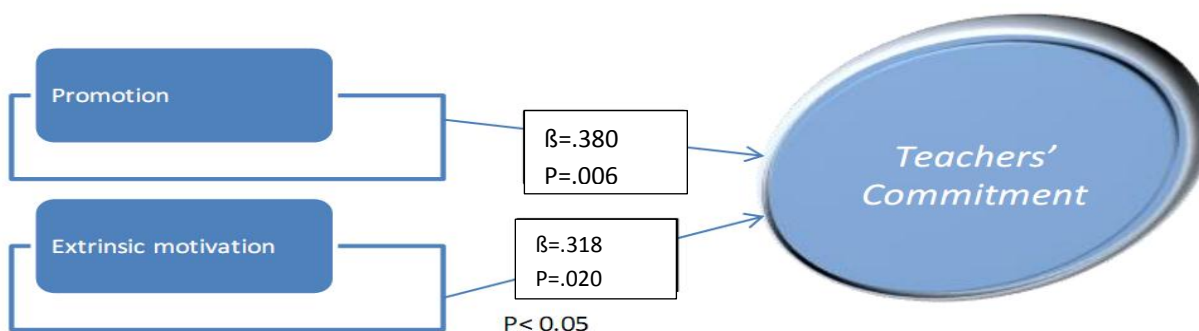
a. Dependent Variable: Teachers' commitment
b. Predictors: (Constant), satisfaction with promotion
c. Predictors: (Constant), satisfaction with promotion , Extrinsic motivation

The coefficient table showed the individual significance of each variable. Therefore, 0.006 and 0.020 are the p-values for promotion and extrinsic motivation. Both values are less than 0.05 hence they are statistically significant.

Coefficients ^a													
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	55.269	2.014		27.442	.000	51.210	59.328					
	satisfaction with promotion	1.150	.329	.466	3.497	.001	.487	1.813	.466	.466	.466	1.000	1.000
2	(Constant)	36.504	8.009		4.558	.000	20.351	52.656					
	satisfaction with promotion	.936	.325	.380	2.885	.006	.282	1.591	.466	.403	.365	.926	1.080
	Extrinsic motivation	.433	.179	.318	2.413	.020	.071	.794	.421	.345	.305	.926	1.080

a. Dependent Variable: Teachers' commitment

Thus intrinsic motivation, job in general satisfaction and pay were excluded from the model because they were statistically insignificant. This in turn led the study to arrive at the following model containing only two significant predictor variables for teachers' commitment.



Final Model

Finally in conclusion a multiple regression was run to predict teachers' commitment from, work, pay, promotion, supervision, relation with coworker, general job satisfaction, intrinsic motivation and extrinsic motivation. The model in general is statistically significant (ANOVA $0.005 < 0.050$). However, the two variables in the above final model are statistically more significantly associated with teachers' commitment, $F(2, 43) = 9.693$, $p = 0.000$, $R^2 = 0.311$, $R = 0.557$, and contributing 31.1% variability on dependent variable out of the 42.6% variability of all the eight variables. All variables added to the significance level at $p < 0.05$. Promotion as a factor affecting teachers' job satisfaction was found out in earlier studies (Astrauskaitė, Vaitkevičius & Permina 2010).

4.1.2 Discussion

The results of this study found that Job satisfaction and motivation determine teachers' commitment in the college. In general the relation is moderate and consistent with previous empirical investigation (Robbins & Judge 2013). However, from the dimensions of both independent variables the results demonstrate JDI subscales and extrinsic motivation having significant correlation in determining teachers' commitment. From the job descriptive subscales (work, pay, promotion, supervision, and coworker) promotion is by far the most important significant attributes affecting teachers' commitment in the college. This is in line with the notion that a person can be satisfied with one aspect of his/her job and unhappy with one or more other aspects (Kreitner & Kinicki 2010)

Extrinsic motivation is the desire to expend effort in order to attain some external rewards, incentives or recognition. It is not something which comes from the individual's inner self (Kreisman 2002). It can be affected by elements such as external regulation, introjected regulation, identified regulation and integrated regulation. *External regulation* is putting a person under control –denying an individual effectively the right to make independent decisions but works under instructions which sometimes can come as requests in order to be diplomatic and polite. In the form of *introjected regulation* an individual accepts the regulation but does not acknowledge it to be his or her own. Here an individual performs an activity under some form of pressure to avoid blame or guilt. In an identified regulation a person performs an activity because he or she perceives it to be important although the activity may not be interesting by comparing the

consequences in terms of cost and benefits. Integrated regulation occurs when identified regulations have been fully assimilated by an individual to be self.

Extrinsic motivators in traditional management practices attributes like pay, benefits, status, bonuses, pension plans, and expense accounts. Therefor the findings of this study emphasize the need to focus on these elements to motivate teachers even though intrinsic rewards are considered as more essential to employees in today's environment (Kreisman 2002).

If we look at the level of satisfaction, motivation and commitment among population of the study, the results of found teachers' satisfaction with their work being low, however the extent of motivation and commitment is average. Specifically the levels of internal motivation among the teachers are above the average. However, the result does not indicate if this has any effect or impact on teachers' commitment. These can be observed from descriptive analysis. Earlier studies correlated intrinsic motivation with professional commitment (Chelembo 2010).

Teachers' commitment in this study constitutes three dimensions. These are commitment to organization, profession and students. The correlation results found all the four key predictor variables JDI, JIG, EM and IM are statistically correlated with organizational commitment (OrgCom) but JDI subscales statistically significantly associated with teachers' organizational commitment followed by extrinsic motivation. This finding is supported by a number of previous researches (Nguyen, Mai, & Nguyen 2014 & Suma & and Lesha 2013) in both similar context of teachers' institution and others. Of the JDI subscales promotion and to the lesser extent pay are found to be the two most important attributes that influences teachers' commitment toward the college. This is consistent with the findings of Anuwarul haq(2014), Astrauskaitė, Vaitkevičius and Permina (2010) and Azeem(2010).Meaning as satisfaction with promotion and pay along with extrinsic motivation increases teachers' commitment or loyalty toward their college likewise elevates. However, according to the result intrinsic motivation (IM) has nothing to do with organizational commitment. In other words, its contribution is insignificant.

Professional commitment is by far affected by the level of extrinsic motivation (EM). This is not consistent with previous study which gave much prominence for intrinsic motivation in determining professional commitment (Chelembo 2010). According to the findings of this study extrinsic motivation affects both professional and organizational commitment. The results of the

study do not also conclusively indicate what affects teachers' commitment toward the students. This is significant because the results indicate gaps that will require further research in the future.

The regression analysis offered acceptance for all hypothesis of the study. Regarding the first Hypothesis (H1) job satisfaction is strongly associated with teachers' commitment as it as its coefficient value explains more variance. The result shows that job satisfaction significantly influences only one aspects of teachers' commitment which is organizational commitment but its impact on neither professional commitment nor commitment to the student is insignificant.

The second hypothesis (**H2**) stated that as the level of motivation increases teachers' become more committed. Even though the hypothesis is acceptable in general terms the result shows that extrinsic motivation is significantly correlated with both organizational and professional commitment. Thus it needs to be reformulated as 'extrinsic motivation significantly predicts teachers' professional commitment. Hypothesis three is acceptable as it is because estimates of the regression models were indicated evidence for this. Pearson correlation coefficient illustrates the relationship between job satisfaction, motivation and commitment but the relation found to be positively moderate.

The results of this study confirm that organizations or CTEs like Jimma Teachers College need to provide their employees with enabling work environment in terms of pay, opportunities for promotion and extrinsic incentives or rewards. Hence extrinsic motivators and job satisfaction have paramount significance to keep teachers' commitment toward organization and profession high.

Chapter Five

5.1. Conclusion and recommendation

5.1.1 Conclusion

Generally the finding of this study found extrinsic motivation and JDI subscale promotion as important factors determining or predicting teachers' commitment especially commitment to organization and profession. These indicate that teacher's job satisfaction is to a large extent affected by the lack of promotion in their job. Extrinsic motivation affects both organizational and professional commitment as opposed to JDI which only related to organizational commitment. From the findings of the study it was not definitively well known regarding factors affecting teachers' commitment to the students since all the variables were lacking substance in doing so. General Job satisfaction and intrinsic motivation were found to be insignificant to the teachers' commitment. Although, this study lends support to previous finding which stated moderate relationship between variables of the study, it is also different by supporting traditional view which gives prominence or focus for extrinsic motivation over current to motivate employees.

According to some literature the traditional view can have far greater importance by describing the current work related environment especially in developing countries (Cunningham 2010). Therefore, it is imperative to note that extrinsically motivated employees are committed to their organization and profession as well. In other words, it means that employees' attachment to their organization and profession are to the greater extent driven by what the organization does than their internal emotion. Thus teachers' less likely identifies themselves in their profession, enjoy membership in their occupation and emotionally attached to their organization.

The result of this study is important for managers of organizations because they help them to identify which type of motivation and aspects of job satisfaction are important for their employees. If the right course is followed as the findings indicate, it may in turn enhance teachers' commitment to their organization and profession. In general, the study has added to the research field by drawing relationship between extrinsic motivation and job satisfaction with teachers' organizational commitment and extrinsic motivation with professional commitment.

5.1.2 Implication

The results of this study have some managerial implication especially for college deans and management as well. The study has developed the relation between extrinsic motivation and organizational and professional commitment. It also developed relation between job satisfaction and organizational commitment. This is due to the fact that teachers who are motivated through extrinsic incentives are more likely committed to their organization and profession. Thus managers need to work on to improve teachers' pay, promotion and other extrinsic incentives to commit employees to the organization and profession. To do so managers also need to focus on traditional management theory and practice emphasizes extrinsic motivators such as pay, bonus, pension plans, status, job security and other incentives as means of motivating employees (Thomas, 2000). The theoretical view and empirical investigation reviewed in this paper indicate that extrinsic rewards have negative implications as far as employees' motivation is concerned. However the findings of this study suggests otherwise. Since most of the theories and empirical investigations were represent facts in other domains in developed counties they cannot be pursued as a framework in relation with improving employee's motivation. Thus, managers in countries like Ethiopia may benefit more if they pursue traditional view of motivating employees.

5.1.3 Limitation and future direction

The outcome of this study is based on relatively small sample from a single organization of teacher's education. Non-academic staffs in the college were not considered. Therefore, it may be difficult to generalize the findings to other organization. Nevertheless the result can shed some light on grasping the notions of job satisfaction, motivation and commitment. For the findings to be reliable more similar studies need to be replicated in similar other organizations.

The results of the study fall short of providing evidences as to what affects teachers' commitment to the students. This may arise from lack of standardized instrument appropriate to study teachers' commitment to the students. This is by far significant limitation of this study. Future research may look into this issue and could narrow the gap. Finally, Teachers' commitment was studied from three dimensions: organization, profession and commitment to student. Practically teachers commitment may not limited to the three aspects. As a case in point

teachers may be committed to professional organization and to local communities as well. Equally teachers' commitment may be affected by a number of things such as organizational culture and leadership style to mention some. Therefore, more studies need to be conducted in the future to understand compressively factors related to teachers' commitment.

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Appendix-1

Consent letter

Dear Colleague,

I am conducting a research project entitled, “*The Relationship between Job Satisfaction, Motivation and Commitment: A Focus on Teacher-Educators in Jimma College of teacher education,*”. The project is a partial requirement for the award of master’s degree in Business Administration (MBA) from Jimma University. The topic is very much under-researched in education especially when it comes to college teachers and that is why primarily I intend to explore the area. Coupled with this knowledge about issues that matters most to teacher-educators in terms of what influences their job satisfaction, work motivation and commitment is equally important to help ensure efforts in the provision of quality training for student-teachers. Thus, the study can be inputs for all stakeholders including college management who aspire to turn around employees work behaviors for the good of the organization.

I am asking you to be involved as no one knows the practical problems facing Jimma Teachers’ College better than you. The questionnaire attached herewith this cover letter forms part of my investigation. Therefore, if you are willing to be involved, please complete the questionnaire and return it to me in person or else place it on my desk at English department office number 49 until 17 April 2015. I may collect it in person from your office in case neither of the aforementioned methods is inconvenient for you.

The questionnaire contains four parts. The first part is demographic information and asks a few personal details. The rest second, third, and fourth are questionnaire about job satisfaction, motivation and commitment respectively, employing mainly rating scales. You do not need to write your name, and you will not be able to be identified or traced. ***Anonymity and non-traceability are confidential.*** If you wish to discuss any aspects of the study then please do not hesitate to contact me. I very much hope that you will feel able to participate. May I thank you, in advance, for your invaluable cooperation.

Yours sincerely,

Abadir Abraham
Jimma Teachers’ College
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Email: robaunyo@gmail.com

Instruction

Appendix -2

Questionnaires

Dear respondent,

Listed below are a series of statements that represent a possible feeling that you may have about working in this organization. Please indicate your reaction to the following statements by ticking in the space provided the most closely associated with your feelings according to one of the following alternatives. Kindly answer all the questions and do not write your names because your feelings in this questionnaire are strictly confidential and anonymous.

Demographic information

For each item, tick in one of the boxes the appropriate alternative that applies to you.

1. Age

A) 30 or under [] B) 31 – 40 years [] C) 41 – 50 years [] D) > 50 years []

2. Gender

A) Female [] B) Male []

3. Marital status

A) Single [] B) Married [] C) Divorced []

4. Do you have children?

A) Yes [] B) No []

5. Educational level

A) Diploma [] B) Bachelor [] C) Masters [] f. PhD []

6. Your current stream

A) Language [] B) Natural science [] C) Social science [] D) sport & aesthetics []

7. Number of years worked in this organization

A) 1 – 5 years [] B) 6 - 10 years [] C) 11 – 15 years [] D) 16 years and above []

8. Experience in this occupation

A) 1 – 5 years [] B) 6 - 10 years [] C) 11 – 15 years [] D) 16 years and above []

A: Job satisfaction Questionnaire

Work on present job

Think of the work you do at present. How well does each of the following words or phrases describe your work? Circle:

1. for "yes" if it describes your work
2. for "no" if it does not describe your work
3. for "?" if you cannot decide

	Yes	No	?
Satisfying	1	2	3
Gives sense of accomplishment	1	2	3
Challenging	1	2	3
Dull	1	2	3
Uninteresting	1	2	3

Present pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? Circle:

1. for "yes" if it describes your work
2. for "no" if it does not describe your work
3. for "?" if you cannot decide

	Yes	No	?
Income adequate for normal expense	1	2	3
Fair	1	2	3
Insecure	1	2	3
Well paid	1	2	3
Underpaid	1	2	3

Opportunities for promotion

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe your opportunities for promotion? Circle:

1. for "yes" if it describes your work
2. for "no" if it does not describe your work
3. for "?" if you cannot decide

	Yes	No	?
Good opportunities for promotion	1	2	3
Promotion on ability	1	2	3
Dead-end job	1	2	3
Good chance for promotion	1	2	3
Unfair promotion policy	1	2	3

Supervision

Think of your supervisor and the kind of supervision that you get on your job. How well does each of the following words or phrases describe your supervision? Circle:

1. for "yes" if it describes your work
2. for "no" if it does not describe your work
3. for "?" if you cannot decide

	Yes	No	?
Praises good work	1	2	3
Tactful.....	1	2	3
Up-to-date.....	1	2	3
annoying	1	2	3
bad	1	2	3

People at work

Think of the majority of the people you work with now. How well does each of the following words or phrases describe these people? Circle:

1. for "yes" if it describes your work
2. for "no" if it does not describe your work
3. for "?" if you cannot decide

	Yes	No	?
Boring	1	2	3
Helpful	1	2	3
Responsible	1	2	3
Intelligent	1	2	3
Lazy	1	2	3

Job in General

Think of your job in general. All in all, what is it like most of the time? For each of the following words or phrases, circle:

1. for "yes" if it describes your work
2. for "no" if it does not describe your work
3. for "?" if you cannot decide

	Yes	No	?
Good	1	2	3
Undesirable	1	2	3
Better than most.....	1	2	3
Disagreeable	1	2	3
Makes me content.....	1	2	3
Excellent	1	2	3
Enjoyable	1	2	3

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Appendix B

Items on intrinsic and extrinsic motivation

Please respond to each statement marking on the scale provided

Key: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

(i) Intrinsic motivation (15 items)

To what extent do you agree with the following statements		1	2	3	4	5
1	I enjoy trying to solve difficult problems.					
2	I want my work to provide me with opportunities for increasing my knowledge and skills.					
3	I prefer to figure things out for myself.					
4	No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.					
5	I enjoy relatively simple straight forward tasks (R).					
6	Curiosity is the driving force behind much of what I do.					
7	I enjoy tackling problems that are completely new to me.					
8	I prefer work I know I can do well over work that stretches my abilities					
9	I am more comfortable when I can set my own goals.					
10	It is important for me to be able to do what I enjoy most.					
11	I enjoy doing work that is so absorbing that I forget about everything else.					
12	The more difficult the problem, the more I enjoy trying to solve it.					
13	It is important for me to have an outlet for self expression					
14	I want to find out how good I really can be at my work.					
15	What matters most to me is enjoying what I do.					

(ii) Extrinsic motivation (15 items).

To what extent do you agree with the following statements		1	2	3	4	5
1	I am not concerned about what other people think of my work.					
2	I prefer having someone set clear goals for me in my work.					
3	I am eagerly aware of the income goals I have for myself.					
4	To me success means doing better than other people.					
5	I am keenly aware of the promotion goals I have for myself.					
6	I am less concerned with what work I do than what I get for it.					

7	I am concerned about how other people are going to react to my ideas.					
8	I don't often think about salary and promotions (R).					
9	I believe that there is no point in doing a good job if nobody else knows about it.					
10	I am strongly motivated by the money I can earn.					
11	I prefer working on projects with clearly specified procedures.					
12	As long as I can do what I enjoy, I am not that concerned about exactly what I am paid .					
13	I am strongly motivated by the recognition I can earn from other people.					
14	I have no feel that I am earning something for what I do.					
15	I want other people to find out how good I really can be at my work.					

Appendix C

Commitment Questionnaire

Key: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

(i) Organizational commitment

To what extent do you agree with the following statements		1	2	3	4	5
1	I feel like part of the family at this organisation					
2	Too much of my life would be disrupted if I decided that I wanted to leave this organisation now					
3	I would not leave this organisation right now because of what I would stand to lose					
4	This organisation has a great deal of personal meaning for me					
5	It would be very costly for me to leave this organisation right now					
6	For me personally, the cost of leaving this organisation would be far greater than the benefit					
7	Even if it were to my advantage, I do not feel it would be right to leave my organisation now					
8	I would violate a trust if I quit my job with this organisation now					
9	I feel a strong sense of belonging to this organisation					
10	I feel emotionally attached to this organisation					
11	I would feel guilty if I left my organisation now					
12	I would not leave this organisation right now because I have a sense of obligation to the people in it					

(ii) Occupational commitment and commitment to students

To what extent do you agree with the following statements		1	2	3	4	5
1	My current job (occupation) is important to myself image.					
2	I regret having entered my current job (occupation)					
3	I am proud to be in this profession.					
4	I dislike being in this profession					
5	I do not identify myself with the current profession					
6	I am enthusiastic about my profession.					
7	I am willing to help students					
8	I feel I am responsible for students learning					
9	Students are the most important thing I care for in my career					
10	I have never given due attention to the students					
11	I don't care if students are not attentive					
12	I always care about students' attendance in my session					

Appendix -3

Standardized multiple regression

Model Summary^b

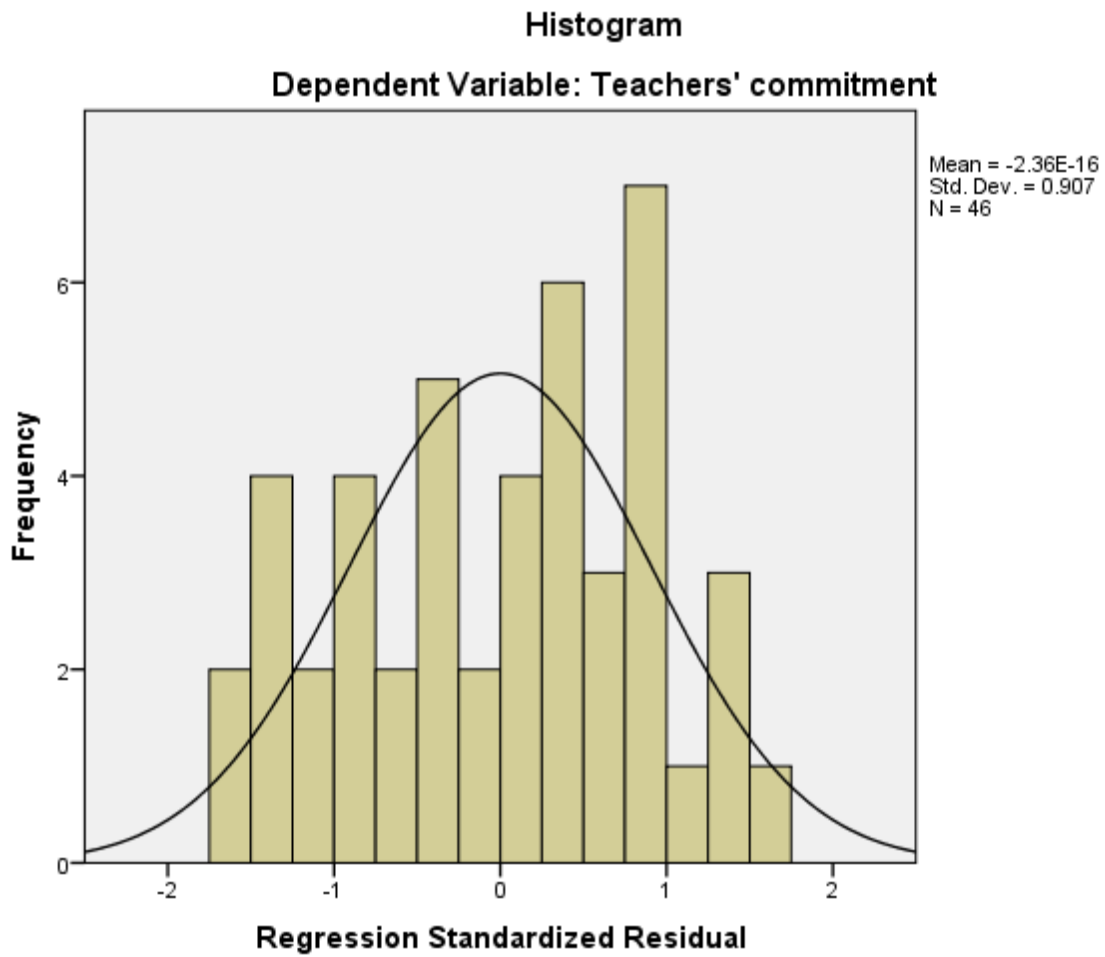
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.652 ^a	.426	.302	9.37908	.426	3.429	8	37	.005

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2413.127	8	301.641	3.429	.005 ^b
Residual	3254.786	37	87.967		
Total	5667.913	45			

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	37.3770	76.3609	60.0435	7.32291	46
Std. Predicted Value	-3.095	2.228	.000	1.000	46
Standard Error of Predicted Value	2.383	6.080	4.071	.806	46
Adjusted Predicted Value	32.2889	74.5633	59.9516	7.95655	46
Residual	-15.53946	16.38429	.00000	8.50462	46
Std. Residual	-1.657	1.747	.000	.907	46
Stud. Residual	-1.796	1.950	.004	1.003	46
Deleted Residual	-18.25124	20.41586	.09184	10.44150	46
Stud. Deleted Residual	-1.854	2.031	.003	1.017	46
Mahal. Distance	1.928	17.935	7.826	3.531	46
Cook's Distance	.000	.104	.025	.026	46
Centered Leverage Value	.043	.399	.174	.078	46



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Teachers' commitment

