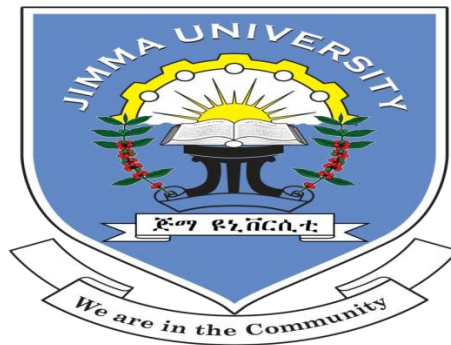TEACHERS JOB SATISFACTION AND PROFESSIONAL COMMITMENT IN PRIMARY SCHOOLS IN GOMBORA WOREDA

BY

MELKAMU GIRMA BELILO

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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JIMMA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

October, 2016

Jimma, University

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Jimma, University

DECLARATION

This thesis is my original work and it is not been presented for a Degree in any other University.

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LETTER OF APPROVALS

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The thesis on the title entitled, "Teachers' job satisfaction and professional commitment in primary schools in Gombora woreda, Hadiya zone, Southern Nation Nationality and Peoples of Regional Government" done by: Melkamu Girma Belilo.

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ABSTRACT

The purpose of this study was to investigate relationship between teachers' job satisfaction and professional commitment in primary school teachers in Gombora woreda. Specifically, to investigates the level of job satisfaction and professional commitment. To accomplish this purpose, a mixed research approach was used. This study was used both primary and secondary data sources. Data obtained from 10 primary school teachers, principals, and supervisors of Gombora woreda by using Questionnaires, Interview and Document analysis. A total of 230-study population were participated in the study 125(54%) respondents were included as a sample through simple random Sampling method. The analysis of the quantitative data were done by using descriptive statistics like frequency, mean, standard deviation, Pearson product correlation coefficient, One-way ANOVA and t-teats. In addition, qualitative data was analyzed by transcribing respondent's ideas and views through narrations during the analysis of quantitative data. The correlation results shown as there were a significant and positive relationship between teachers' job satisfaction and professional commitment (r = .818**, N = 96). This indicates that positive and strong relation between teachers' job satisfaction and professional commitment. The findings revealed that there was low teachers job satisfaction due to lake of fair and equitable internal and external satisfaction, due to low job satisfaction there is low teachers professional commitment. Based on the findings, it recommended that Woreda education office, particularly primary School principals, vice-principals and primary school supervisors should give special attention to encourage teachers' professional commitment by providing fair and equitable internal and external rewarding systems to achieve school goals and objectives.

Key words: Job satisfaction, Professional Commitment, Affective commitment, Continues commitment, normative commitment, Primary school teachers and Gombora Woreda

CHAPTER ONE

1. Introduction

This chapter consists of the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study.

1.1.   *Background of the study*

Job satisfaction is one of the most important and heavily researched areas of inquiry in the field of industrial-organizational psychology. Different authors have different approaches towards defining job satisfaction. The most commonly mention definitions on job satisfaction. Job satisfaction is a most interesting field for many researchers to study primary school teachers' attitude in teaching and learning (Kousteliou 2001). Job satisfaction is understood as affective response to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects (facet satisfaction) i.e. pay, supervision etc (Suma,& Lesha, 2013). According to Shukla (2014), job satisfaction is any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say, I am satisfied with my job. Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Robbins, (2009) defining job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George, and Badenhorst, 2008). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Job satisfaction is a complex variable and it is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Jyoti, 2009). Finally, as the researcher's view there is still no general agreement regarding what job satisfaction is.

According to Hongying (2008), teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. It signifies the extent to which teachers

are happy with their jobs and the different aspects. Au and Ho (2006), in (Mengistu, 2012) with regard to teacher job satisfaction it is a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Zembylas, and Papanastasiou, (2006), viewed as teachers job satisfaction as a function of the perceived relation between what one wants from teaching and what one perceives teaching is offering to a teacher. Hongying, (2008), adds teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. It means that teachers were happy, devoted and committed, and it helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). Accordingly, Shann (2001) describes that teacher job satisfaction is shows to be a predictor of teacher retention, determinates of teacher commitment, and in turn a contributor to school effectiveness. Shann (1998) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness.

Teachers are the most important resources in the school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers Jyoti & Sharma, (2009). High teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007). Related to this Majasan (1995), defined a teacher as one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. Teachers' job goes beyond teaching into molding young lives, guiding youth, motivating students and general character training. A teacher can be view as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom (Ofoegbu, 2004). To realize this, one of the important key to providing education in the schools is teachers. Hence, teachers' play the most decisive position in influencing social and economic development of the students. They expected to devote themselves professionally, with providing knowledge, skill and attitude. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession. According to Herzberg, (1959), motivation factors are internal factors that are

associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job and the work itself – if the work is interesting. Herzberg, (1959) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction.

The Expectancy theory suggests that motivation that leads to job satisfaction is a function of the perceived relationship between an individual's effort and performance and the outcomes associated with job performance (Vroom, 1964). Vroom's expectancy theory is referees that expectancy is the degree of certainty people have that the choice of a particular alternative will indeed lead to a desired outcome. Motivation that leads to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964).

According to Adam's Equity Theory, an individuals are compare the inputs they bring to the job in the form of skills, training, education, work experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire (Okpara, 2006).

The relevant literatures are review to gain a better understanding of the factors influencing the job satisfaction of teachers. Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself, and the personal characteristics of the individuals. The relationship of the following variables are reviewed and explained, namely working conditions (salary, fringe benefits, administrative support, school management and leadership style, and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher principal/ supervisor, and teacher-parent relationships); the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience).

Hence, teachers' play the most decisive position in influencing social and economic development of the students. Teachers expected to devote themselves professionally, with providing knowledge, skill and attitude to their students. The quality of the teachers, their commitment, satisfaction and

motivation are the determinant factors that the students to benefit from the education system. Teachers act as role models, since they are the pillars of the society who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead (Jyoti & Sharma, 2009).

Dissatisfaction of the individual, whatever may be the occupation in which he/ she is engaged results in professional stagnation (Shukla, 2014). Dissatisfied teacher is lost not only to himself but also to the entire society. A dissatisfied teacher spells disaster to the country's future. "Dissatisfaction among the workers is undesirable and dangerous in any profession; it is suicidal if it occurs in the teaching profession". The dis-satisfied workers are not committed so it is the biggest danger as it leads to absence of enrichment, fulfillment of school goals and objectives (Shukla, 2014). According to Mwamwenda (in Badenhorst, George & Louw, 2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction often accompanied by feelings of sadness, hopelessness, anger, bitterness and futility (Pinder, 2008). Dissatisfaction has serious implications for the teachers as well as for the educational system in which he or she employed. In addition, that one of the prime factors affects the achievement of educational objectives of students with scarcity of knowledgeable and committed teachers with required quality and quantity (ib id). Shortage of professionally skilled teachers in schools is the major educational problems nowadays in schools, which affect student's achievements (Hargreaves, 2004).

Commitment is define as a high level of attachment to an organization (Crosswell, 2006). Commitment refers to an individual's attraction and attachment to the work and the organization Shukla, (2014). It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or occupation and profession. Commitment is one's attitude, including affect, belief, and behavioral intention toward his/ her work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994), suggested that commitment as a behavior in evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational

perspective, organizational commitment is a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee2001).

Shukla, (2014), summarized teachers professional commitment as a strong belief in and the acceptance of the school's goals and values; a willingness to exert considerable effort on behalf of the school and a strong desire to maintain one's membership within the school. Teachers are professionally commitment and they come to be involved in wholeheartedly to whatever being is carrying out (ib id).

Areas of teachers' commitment are, to the learners, to society, to profession, to attaining excellence for professional actions, and to basic values of school. Commitment to the learner- children need teacher who understand them and their needs with sensitivity (Crosswell, 2006). They need to be looking after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. Commitments to the society- the school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take it in that perspective (Shukla, 2014). Commitment to the profession- teachers are entrusts by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professionals should adopt various innovative method of teaching taking into consideration how best to learn and bring about the effective learning. Commitment to the attaining excellence for professional actions- teachers who continue their search for becoming better human beings and better teachers are follows their example by the learners (Crosswell, 2006). Commitment to basic values- every community expects the teachers to follow a value-based approach in their personal life to become role models for the future generation. This can happen only when teachers Job satisfied (Shukla, 2014).

Therefore, this study attempts to investigate relationship between job satisfaction and professional commitment of primary schools teachers in Gombora woreda and to suggest strategies to minimize dissatisfaction and increase commitment of teachers by investigating the factors, analyzing the issues, offered conclusions and provided specific recommendations.

1.2. Statement of the Problem and Research Questions

It is obvious that the purpose of any educational system is the preparation of skillful citizens that help for political, social, and economic development of the country. These would accomplished when the components of the educational systems is in a good conditions (Ayele, 2014). Among several components of the educational system feasible, functional and productive maintenance of satisfied, professionally committed and motivated teaching force in the system is crucial (Amos, Pearson, Ristaw, & Ristaw, 2008). If teachers' moral is diversely affected, it is not be easy to expect optimum commitment in their profession. As Pinder (2008), stated that teachers are the most important resources available within the school therefore, the pattern of and support for teachers' development is the most important determinant of the schools effectiveness. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage is happen to the skilled worker supply (Ayele, 2014).

In a study done by (Shukla, 2014), in Private and government schools of Luck now city, using some variables those characteristics or conditions are controlled, manipulated or observed by the researcher in the study are teaching competency, professional commitment and job satisfaction. Some of the major findings of the study are states as "Primary school teachers who was more satisfied with their working conditions was more committed to their learners, to the society, to their profession, to attaining excellence for professional actions and to basic values of school" (p 48). Generally, (Shukla, 2014), was concluded that teachers who would be more professionally committed would be more competent in teaching and other educational activities in the schools.

In the study by Abdullah et.al, (2009), Secondary school teachers in Taiwan reveals that those teachers in the target area, satisfied with their job. They conducted the study by comparing subjects with some variables like gender, qualification level, and age. In their conclusion: Female teachers are more satisfied than male. The graduate teachers are more satisfied than non-graduate. The higher-ranking teachers are more satisfied than the ordinary while, the older teachers are more satisfied than their younger.

The issue of teachers' job satisfaction and professional commitment is present educational issue in Ethiopia. Ayalew (1991), have also identified low or inadequate salary and inadequate opportunity to carry educational advancement is sires matter on teachers JS. Gedefaw (2012) was conducted

study on JS in in secondary schools in Addis Ababa. His study showed that teachers' JS is strongly relationship with the intrinsic aspects like teachers' competence and professional development. In this study Gedefaw, found that teachers were significantly dissatisfied with their job due to reasons as they have poor fringe benefits and lack of opportunities for promotion, poor management styles of school principals, teachers lake decision-making opportunities, lake of opportunities to develop personalities, and their poor relationship with school principals. Resent similar study in Ethiopia done on secondary school teachers in Hadiya Zone reveals that teachers' on the target area were dissatisfied with their teaching (Ayele, 2014). The author observes some variables like teachers' job satisfaction and commitment. Its conclusion clearly shows that more satisfied teachers' are more committed on their job than from less satisfied teachers. In the schools, there is low level of job satisfaction, and poor facilities for teaching and learning. Low benefits for teachers; lack of transportation; unfair teachers transfer from one school to other school; Housing related problem, and lack of good relation among teachers' and with principals' are found as the major cause for low job satisfaction in the study area. "The presences of these factors are reason for low job satisfaction and commitment of teachers' on their job and it is negatively influence the school goal and objectives in the Zone" (p.44).

The trend of the studies done on concept of job satisfaction and professional commitment shows that some studies have done on this topic in some countries but a little emphasis has given to such studies in Ethiopia. Studies done on job satisfaction are mostly centered towards the organization like corporate offices but little of the studies whether in Ethiopia or abroad is done on job satisfaction among teachers leaving the exceptional which have been done years back by (Ayele, 2014) and (Mengistu, 2012). There have been no recent studies related to this aspect of job satisfaction and professional commitment of teachers. Studies have conducted on teachers' job satisfaction both in Ethiopia and abroad but most or nearly all of them done in secondary school teachers or teachers at city schools. Numerous studies have done in the field of teaching competency and job satisfaction. This gap was makes study on the job satisfaction and professional commitment of teaching in the primary school teachers in Gombora Worada. Therefore, this study focused on investigating factors affecting teachers' job satisfaction and professional commitment of primary school in Gombora woreda.

Currently the frequent teacher absent from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work is the major problems in primary school in Gombora worea, seen by Researcher own experiences. Some are changing their profession and filled of study rather than teaching and applying for vacancy to sector offices by handling different documents, and some are forms the small enterprise. Others leave public schools, which are remote and hired in private schools in city this makes shortage of teachers in remote schools in the woreda. The large number of students who scored an average mark by grade 8th regional exam was very low and probably more than half of students repeat (fail) in grade 8th regional exam in each previous consecutive years' in study aria. In view of the above stated problems, the following general research question can be stats as:

What influences the job satisfaction and professional commitment of primary school teachers in Gombora woreda?

The Research Questions derived from the above general question are:
1. To what extent primary school teachers in the Gmbora Woreda are satisfied with in their Job?
2. To what extent the primary school teachers in the Gmbora Woreda are professionally committed with in their Job?
3. Is there significant relationship between job satisfactions and professionally commitment of primary schools teachers' in Gombora woreda?

1.3. Objective of the study

1.3.1. General Objective

➤ The general objective of this study was to assess factors that influence job satisfaction and professional commitment and to determine the level relationship between job satisfaction and commitment in primary school teachers in Gombora woreda.

1.3.2. Specific Objectives

• To investigate the level of job satisfaction in primary schools teachers of Gombora woreda.
• To investigate the level of professional commitment primary schools teachers on teaching in Gombora woreda.

- To determine how job satisfaction related to commitment of teachers in primary schools in Gombora woreda

- To suggest possible recommendations to education leaders, school leaders (principals), supervisors and as well as woreda education office on how the job satisfaction and commitment will be improve in primary schools.

1.4.   Operational Definition of Terms

- **Job satisfaction:** Job satisfaction is a person's affective relation to his or her working role.

- **Teacher job satisfaction**: - refers to the overall attitude and views of teachers toward their working conditions and profession. It denotes the extent to which teachers are happy with their jobs and the different aspects.

- **Teacher commitment**: is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values.

- **External factor of job satisfaction:** originate from the individual's environment like promotion opportunity, organizational policy and administration, supervision, income, work relationship and work conditions; they are associated with job content.

- **Internal factor of job satisfaction:** factors related with job context or what people actually done their work such as achievement, recognition, work itself, responsibility and advancement.

- **Primary schools:** primary schools that included from grade 1-8 (1st -2nd cycles).

- **Principal:** The principal is the one who is the Head of the school, the educational leader who has the most opportunity to exercise leadership in a school.

- **Administrative support**: promoting project interests through verbal statements, providing clarity, consistency, and steadiness to participants, defining project goals and activities, and providing resources and other things of value for projects

- **Collegiality**: an appreciation for relationships with one's colleagues

- **Working conditions**: factors affecting the work environment in which an individual carries out his/her duties, including; operating conditions; coworkers; physical plant; organizational climate and structure; communication; nature of work; and supervision
- **Rewards**: gratification or compensation (not necessarily monetary) received from a job well done

1.5. Delimitations of the Study

This study was conducted only in Gombora woreda in primary schools without include secondary schools, to make the study more manageable. It also focused on the variables like teachers' job satisfaction and professional commitment with particular emphases on identifying internal and external factors.

1.6. Limitations of the Study

This research is not without limitations. The result of this study interpreted with having the following limitations in mind. This study conducted only in one Woreda primary schools. Consequently, the results of this study may not generalize all primary school teachers in the other parts of the country. It also limited on variable teachers' job satisfaction and professional commitment in primary schools of Gombora woreda. Finally, other limitation of the study was the data collected from teachers by only questionnaire it is difficult to understand the filing and how much deeply satisfied or committed on the job.

1.7. Significance of the Study

The study is useful to improve on job satisfaction and commitment of primary school teachers in the Gombora woreda. By conducting this study identifying the relationship between teachers' job satisfaction and commitment in the primary schools in Gombora woreda will provide information on which action or measure to taken to promote teachers' job satisfaction and their commitment. Thus this research:

- Helps to create awareness for education managers, school leaders and woreda education office about the factors that affecting teacher' job satisfaction and professional commitment and take actions on it.
- It May serve as input to enhance the teaching and learning process through improving teachers' job satisfaction and commitment by using finding of this study. The finding from

this research study will assist similar schools in other woredas' and elsewhere, in particular in Hadiya Zone.
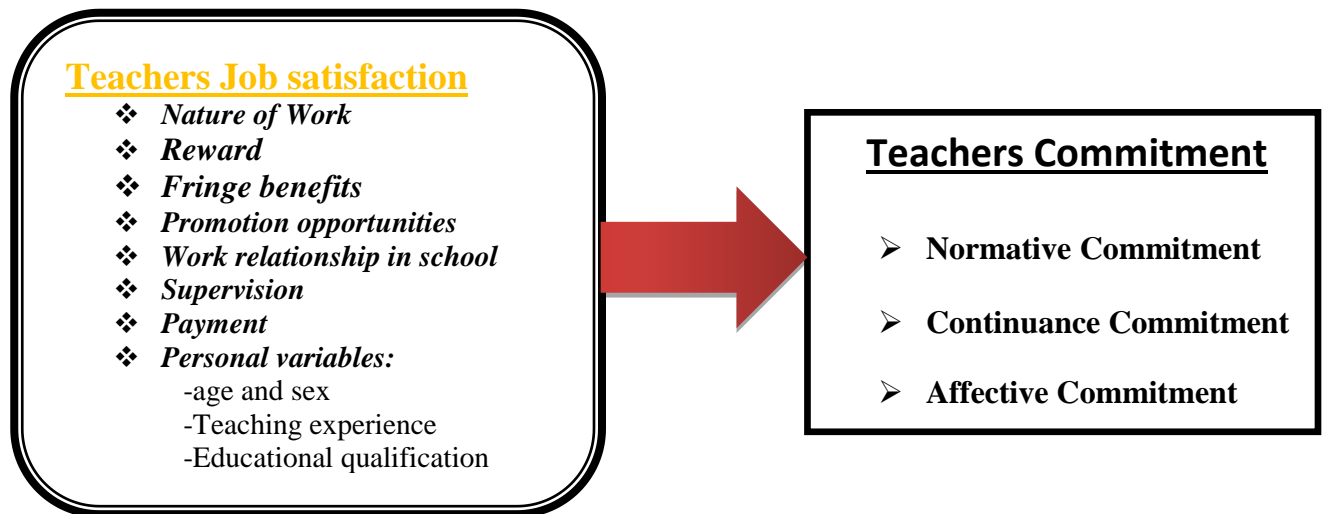
Figure 1: Factors influencing the job satisfaction and commitment of the teachers

Teachers' job satisfaction

Job satisfaction is a complex and multi-faceted concept, which can mean different things to different people affected by different sets of factors, we can determine to what extent people are satisfied or dissatisfied with their job, by ascertaining how they view their working conditions, interpersonal relationships, and their job content. Biographic variables (gender) may also play a role. Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself, and the personal characteristics of the individual. The relationship of the following variables are reviewed and explained, namely working conditions (salary, fringe benefits, administrative support, school management and leadership style, and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher principal/ supervisor, and teacher-parent relationships); the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience).

Teachers' professional commitment

Commitment is one's attitude, including affect, belief, and behavioral intention toward his/her works. The three components of commitment are affective commitment, Continuance commitment, and normative commitment. The variables associated with professional commitment namely: Normative commitment (Earlier experiences, Family-based experiences, Cultural experiences), Continuance commitment (Lack of alternative opportunity, Lack of awareness attractive benefits, Threat of wasting the time, Disrupt personal relationship), and Affective commitment (Believe in the goal and values, Works hard, Intend to stay with organization)

1.8.   Organization of the Study

This study has five chapters. Chapter one is presents the nature of the problem and its background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Chapter two is discusses about the key concepts that would be used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three is concentrates on the research design and methodology specifically, which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and ethical considerations. Chapter four will be deals about presentation, analyses and interpretation of the data. Finally, chapter five will summarizes the main findings, conclusions and gives recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter, the literature related to job satisfaction and professional commitment will be studding to get a better understanding of the concepts of job satisfaction, theories job satisfaction, importance of job satisfaction, and teachers' commitment. Which are relevant for this study, and which is explain in the following sections, are Maslow's Hierarchy of Needs Theories, Herzberg's Two-factor Theory, the Expectancy Theory, and Adam's Equity Theory.

2.1. CONCEPTS OF JOB SATISFACTION

The different authors have different approaches towards defining job satisfaction. The most commonly mention definitions on job satisfaction. Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Robbins (2009) defining job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George, and Badenhorst, 2008). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Job satisfaction is a complex variable and it is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Jyoti, 2009). Finally, as the researcher's view there is still no general agreement regarding what job satisfaction is. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession.

2.2. JOB SATISFACTION THEORIES

Job satisfaction has been the focus of much research in the developed countries and has been the topic of interest of researchers and practitioners in many fields, including organizational psychology, public administration, education, and management (Mengistu, 2012). These researches have formulated many generic theories, and have attempted to explain job satisfaction in the workplace. In an effort to understand the nature of job satisfaction, Green (2000), in his review,

concluded that there are three theoretical frameworks of job satisfaction, namely content or needs theories, process theories, and situational models of job satisfaction. All of these frameworks may be useful to a greater or lesser extent to understand the job satisfaction of teachers in the study aria.

The content or needs theories (Maslow, 1954; Herzberg, 1966   in (Mengistu, 2012) mainly focus on identifying the specific needs (food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction. According to Amos, Pearson, Ristaw, and Ristaw (2008), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. The process theories emphasize the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individuals' perceptions of their work environment; individuals interpret and understand events (Armstrong, 2006). Process theorists, according to Green (2000), argue that overall job satisfaction is determine by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, & Quarstein, 1992; Durick & Glisson, 1988), assume that the interaction of variables such as job characteristics (the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g. sex, age, and education) influence job satisfaction. Employees who want to join organizations try to evaluate the situational characteristics (e.g. pay, working conditions and promotional opportunities), before accepting a job (Hoy & Miskel, 1996). The situational occurrences can be positive or negative (Glassman, et al., 1992). Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is need. According to Glassman, et al. (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can be predict better from both situational characteristics and situational occurrences, than from either factor alone. In order to gain a more meaningful insight into what influences the views and attitudes of teachers towards their work, the various theories on job satisfaction will be discusses in the next sections. These theories are

Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory; the Expectancy Theory and Adam's Equity Theory.

2.2.1. Maslow's Hierarchy of Needs Theories

Abraham Maslow distinguished a theory of human needs based on hierarchy. Maslow identified five human needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfillment at the highest level. The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they met, people find it difficult to respond to higher-order needs. Once a lower-order need satisfied, it is no longer a motivator or satisfier (Maslow, 1954). It ends to satisfaction and commit (primary school teachers in Gombora woreda) behavior, and they are satisfied or motivated by the need at the next level of the hierarchy. The above-mentioned levels of needs explained as follows:

2.2.1.1. Physiological or basic needs

The physiological needs are the lowest level of needs that must be satisfied to survive physically. They are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst, the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005). Physiological needs also include the need for sleep, shelter, sex, an adequate salary, satisfying working conditions, heat and lighting, clothes and exercise (Amos, et al., 2008; Mullins, 2005; Steyn, 2002). For Maslow, in order for a teacher to be concerned about the higher-order needs or to be self-actualized as a teacher, his/her basic needs must be satisfied fairly well. When the basic needs are reasonably well satisfied, then this satisfaction will have the power to activate the needs at the next level.

2.2.1.2. Safety or security needs

According to Maslow (1954), once individuals have substantially satisfied their basic or biological needs, the safety or security needs emerge to direct behavior. In the work place such as a school, the safety needs are reflected not only the desire for financial security, but also in fair treatment by the principals, safe working conditions, first-rate fringe benefits, fairness, quality supervision, and job security (Amos, et al., 2008). This will also apply to in study aria teachers.

2.2.1.3.   Love or social needs

In the school setting, these are manifested in the teachers' need for belonging and affiliation, and include professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by others, and affable supervision by the principals. If teachers experience a sense of belonging at their schools, then this will result in fulfilling their social needs (Boey, 2010). When the teachers participate in the school's activities, and are involved in the decision-making processes, this creates a sense of belonging. Then communication between and among teachers, the principal and the students will be effective, and the teachers will have a propensity to produce good quality results (Boey, 2010).

2.2.1.4.   Esteem or ego needs

Esteem or ego needs refer to both self-respect and the esteem of people, for example teachers (Mengistu, 2012). In the work place, these needs are reflect in the form of a merit pay-increase, peer recognition, and in the form of given responsibility and promotions. According to Steyn (2002), teachers who do not feel that their status and self-esteem needs are achieve in their work, may become discouraged. Boey (2010) also argues that when teachers are recognizing for their first-rate job performances and are rewarded for what they have done, this will increase their self-confidence and their self-esteem. This perception of control will give the teachers a sense of achievement at work, which in turn, will make it more likely for them to be effective in their professional activities.

2.2.1.5.   Self-actualization needs

The self-actualization needs are at the top of the hierarchy, and refer to the need for development and the realization of one's full potential. Maslow (Boey, 2010) wrote that these needs impel us to become all that we are capable of becoming. According to Boey (2010), the individual (e.g. the Ethiopian teacher), who is not self-actualizing will be restless, frustrated and discontented. At this level, the individual strives for truth, beauty, justice, individuality, meaningfulness, and perfection (Amos, et al., 2008).

2.2.1.6.   The relevance of and criticism of Maslow's Theory

The needs or content theories postulate that a job can be a source of satisfaction if it can fulfill a number of the individual's important needs (Koustelios & Tsigilis, 2005). If they are not fulfilling,

the individuals are more likely to become dissatisfied with their jobs, and thus de-motivated. One of the fundamental reasons for teachers to be engaged in their work is to satisfy their basic needs. For teachers to be effective in their daily activities, their needs must be mite. The satisfaction of needs and the motivation to work are very essential in the lives of teachers (Ololube, 2006). While almost all teachers work hard in order to satisfy their needs, they constantly struggle to meet their various needs. (Bennell, P., & Akyeampong, K. 2007) argue that Maslow's theory is particularly relevant to teachers in Low Income Countries (LICs). These countries would include Ethiopia. According to them this is because, where there is economic downturns and financial woes, for teachers in LICs attaining and /or satisfying the basic biological needs such as food and shelter, could be a serious challenge (Mengistu, 2012). They further argue that the nonfulfillment of these basic needs can seriously impair the realization of higher-order needs without which effective teacher performance cannot be realizes. Unless their physical needs are satisfied, employees will not be able to satisfy their higher- order needs (Jyoti & Sharma, 2006). Maslow's Hierarchy of Needs Theory has been appreciate and has been very influential, but it has not been verify by empirical research, and has been widely criticized. Criticism of the theory includes the following. The model fails to accommodate the role of culture (Reid-Cunningham, 2008; Aswathappa, 2005). The hierarchy of needs is not the same in all cultures and in all countries. In contrast to Akyeampong and Bennell's (2007) view as indicated above, Aswathappa (2005) believes that Maslow's theory may be more applicable to industrialized countries than to developing countries and LICs. In addition, there may be variations within countries and between individuals.

The Theory offers an account of interpersonal variations in human behavior. This is important for managers. Managers could consider the principle of interpersonal variations to manage human resources effectively, and to try to satisfy the particular needs of their employees. In addition, the Theory deserves appreciation for its simplicity, commonness, humaneness, and intuitiveness.

2.2.2. Herzberg's Two-factor Theory

Herzberg (1966) suggested that factors involved in creating job satisfaction were separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human

ability to personally advance and grow. He called these factors motivators, satisfiers or intrinsic factors, and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these hygiene factors, dis-satisfiers or maintenance factors, and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

2.2.2.1.   Motivators or intrinsic factors

Motivators or intrinsic (satisfier) factors related to the actual performance of the work, or the content of job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person. Herzberg's Two-factor Theory has been link to that of Maslow's Hierarchy of Needs Theory. The Theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, & Mau, 2008). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself – if the work is interesting. The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008). Studies in different organizations have found that the absence of acceptable intrinsic factors in the work place leads to high employee attrition rates. Intrinsic factors related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009). Applying these concepts to teachers, Herzberg, et al. (1959) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work place will not necessarily quit teaching, as long as he or she is well paid and has good relationships with colleagues. In the teaching profession, the intrinsic factors

play a significant role in motivating individuals to join the profession (Jyoti & Sharma, 2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities for promotion, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period.

2.2.2.2.   Hygiene or maintenance factors

Hygiene factors are extrinsic satisfiers that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005). In other words, when the hygiene factors are satisfied, they do not motivate or lead to satisfaction; they only prevent dissatisfaction (Herzberg, et al., 1959). If, however, appropriate or positive hygiene factors are provided, the employees will be not dissatisfied with their jobs, but neither will they be motivated and satisfied to perform at their full potential (Balkin, et al., 2003). With regard to teachers, a teacher who feels that his or her salary is not ample will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction ware removed (Furnham, 2005). However, the fulfillment of hygiene factors cannot itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. Herzberg, et al. (1959) believed that hygiene factors do not cause satisfaction, but can help to prevent dissatisfaction (Furnham, 2005). Therefore, managers who try to eliminate factors that can create job dissatisfaction may bring about a more pleasant working environment, but not necessarily job satisfaction. As a result, Herzberg characterized conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security, as hygiene factors. Changes in these factors are short-lived, and merely help in removing dissatisfaction in the teachers' work. In earlier times, job satisfaction conceptualized as a simple continuum or single measure.
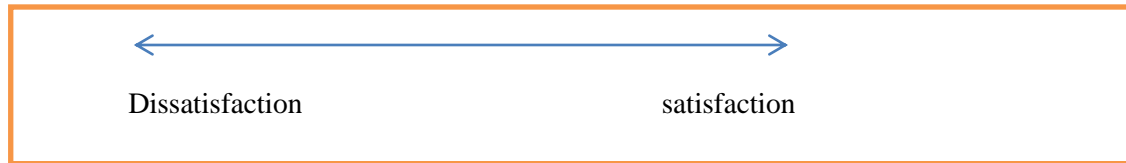
Figure 2.1 Continuum model of job satisfaction (the traditional view)

In the single continuum model, as shown in Figure 2.1, satisfaction and dissatisfaction are opposite ends of the same continuum. Proponents of the single continuum argue that removing or reducing the sources of dissatisfaction (inadequate salary), will result in greater job satisfaction; increasing the salary to an acceptable level would help to create job satisfaction. Any change in a teacher's work will affect his or her satisfaction in a either positive (more satisfaction) or negative (less satisfaction/more dissatisfaction) direction. However, the work of Herzberg and his colleagues confirmed the existence of mutually exclusive and different satisfiers and dis-satisfiers.As indicated, according to Herzberg et al. (1959), job satisfaction and dissatisfaction are not opposite ends of the same continuum, as shown in Figure 2.2.
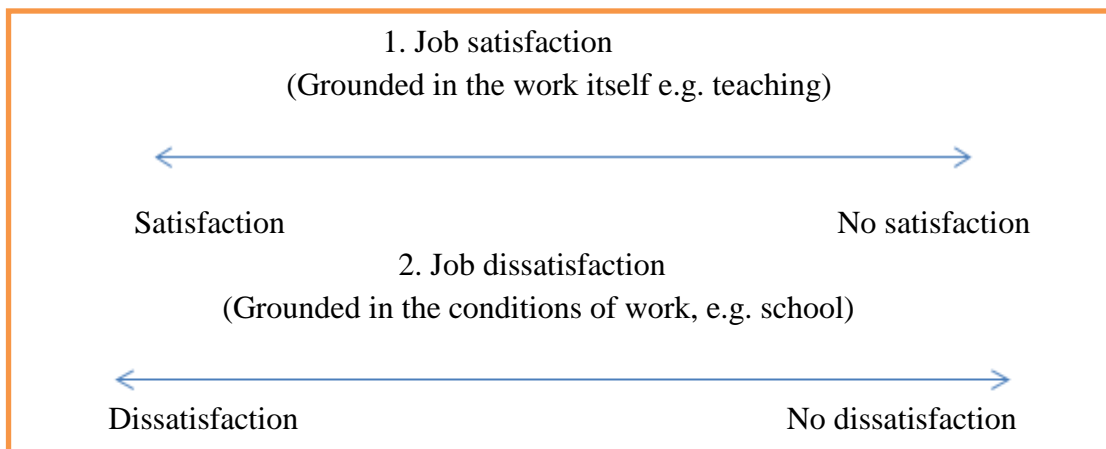
Figure.2.2.Conceptualisation of Herzberg's job satisfaction (the dual continual theory)

In applying the above concepts to teaching, the following will be propos. If the teachers' working conditions at the school are improved, or if the relationship between the teachers and the school principal in the school setting enhanced, this will result in improved school performance, but will not necessarily enhance the job satisfaction of the teachers. Similarly, if motivator factors are present, they will bring about satisfaction, but their absence will not cause dissatisfaction, unless the hygiene factors are also inadequate. The theory proposes a dual continuum, the opposite of satisfaction being no satisfaction, and the opposite of dissatisfaction being no dissatisfaction (Amos et al., 2008). It is possible for teachers to be satisfied with their work, while being dissatisfied with

their conditions of work. Herzberg's Theory is a useful theory of job satisfaction (Mullins, 2005), but has also been criticized.

2.2.2.3. Criticism of Herzberg's Two-factor Theory

Herzberg's Two-factor Theory, as a theory of job satisfaction, remains influential in the area of organizational psychology (Dusseldorp, Manisera, & Van der Kooij, 2005; However, it is not free from criticism. The criticism of the theory includes the following: Individuals are more likely to attribute satisfying incidents at work to their own efforts. When things are going well, individuals tend to take the credit for themselves, and blame failure on the external environment (Mullins, 2005). No attempt made to measure the relationship between satisfaction and performance (Armstrong, 2006). The reliability of Herzberg's methodology is open to question (Robbins, 2009). Herzberg does not consider the effect of demographic variables on job satisfaction. Moreover, it was based on real-life rather than academic abstractions, and fits in well with the highly respected ideas of Maslow (1954) (Armstrong, 2006). Herzberg's Theory is widely known, and is one of the most interesting theories on job satisfaction.

2.2.3. Expectancy

2.2.3.1. Outcomes and expectations

This theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations. From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes to others. They then think about what they have to do to be reward, and how much the reward means to them, before they do the job (Aswathappa, 2005). Maslow and Herzberg focused on the relationship between needs and the associated effort expected to fulfill them. The Expectancy theory, on the other hand, separates the effort expected, from the fulfillment of the needs. According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The Theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Making a greater effort will improve job performance. A high level of performance, in turn, will bring a good reward (outcome). When the three variables (effort, performance, and outcome)

are high, we expect the motivation and satisfaction to be high. However, effort alone will not necessarily lead to a high performance. However, other variables that prevent a great performance like an individual's personality, knowledge, skill, ability, and experience or the supervisor's perception. Individuals who are under-qualified, or who lack skills and experience, will not be effective in their performance, simply by making a greater effort.

Vroom's Expectancy Theory is referred the Valence or the Valence Instrumentality-Expectancy (VIE) Theory. Expectancy is the degree of certainty people have that the choice of a particular alternative will indeed lead to a desired outcome (Miner, 2005). Individuals choose a particular alternative act based on the maximization of desirable outcomes. It is the strength of a person's belief about whether or not a particular job performance is attainable. This relationship is express in terms of probabilities. A value of zero indicates that the probability that an action will be follow by an outcome is null, which means that action and outcome are not related. A value of one indicates that the probability that action will be follow by an outcome is high, showing that action and outcome have high relationships. Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (opportunities to learn and to develop skills, decent pay, the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003). Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance. In the school setting, if a reward (intrinsic and/or extrinsic), is encouraging, the teachers will probably make more of an effort for improved performance. The opposite is also true. Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, excellent job performance, attaining the second reward outcome (Amos et al., 2008).

Instrumentality is an individual's belief that his/her performance will result in the desired outcomes. The key principle of the Expectancy Theory is the understanding of an individual's goals and the relationship between effort and performance, performance and reward, and reward and the individual's goal satisfaction. People are motivated and satisfied to work toward an outcome (goal) if they believe that their efforts will produce positive results (excellent performance), which is

followed by a reward or outcome that is valued (valence), making the effort expended worthwhile. The most important implication of the Expectancy Theory is that it draws the attention to the effects of the perceptual processes on the teachers' working conditions. It indicates to teaching administrators and policy-makers that the link between the teachers' efforts, performance and outcomes should be given due attention. Moreover, education leaders and significant others should determine which outcomes teachers value (decent salaries), and link these outcomes to their work. If the reward (in the form of intrinsic and/or extrinsic factors), for the teachers is valued, they will make an effort to attain the educational objectives, and the national goals of their country. Accordingly, the above, Gombora woreda teachers will not engage in motivated behavior unless (1) they value the expected rewards, (2) they believe their efforts will lead to first-rate performance, and (3) their performance will result in the desired rewards.

2.2.3.2.   Criticism of the Expectancy Theory

The Expectancy Theory is not free from criticism. This criticism includes the following: Utilizing the ideas in the Expectancy Theory directly has proved to be difficult (Miner, 2005). The ideas are not easy to understand, or to apply (Mullins, 2005). Thus, the theory has much less value in practice than some of the other theories. The Expectancy Theory is not concerned with individual and country or cultural differences. However, people in developed countries tend to be more goals oriented than in less developed cultures. In addition, individuals in developed countries believe they can influence their successes (Griffin & Moorhead, 2010). The Expectancy Theory assumes that individuals make conscious decisions at the start of their effort. However, it has been prove that individuals make decisions after performing their activities and try to rationalize their decisions later on (Aswathappa, 2005). In spite of the above-mentioned criticisms, the Theory has tremendous potential for contributing useful applications, as also stated by Miner (2005).

2.2.4. Adam's Equity Theory

2.2.4.1.   Effort versus reward

This Theory proposes that the way individuals treated at the workplace affects their behavior, and the attitude they have towards their work (Okpara, 2006). Thus, individuals make comparisons between themselves and relevant others in terms of the outcomes they receive for their efforts, and the inputs they invested into that effort. In other words, employees compare their own outcome-to-

input to the outcome-to-input ratio of relevant others (Green, 2000). The Equity Theory is also concerned with the perceptions of individuals of how they are treats in comparison to others in the organization. Based on the assumption, that individuals are motivated and satisfied by their desire to be equitable treated in their work relationships (Aswathappa, 2005). According to Kannan (2005), workers expect justice, fairness and equal treatment by their employers and immediate supervisors. Employees (including teachers) want to be treating fairly. Adams suggests that individuals form perceptions of fair balance by comparing their own situation with that of other 'referents' (reference points or examples, or relevant others) in the workplace (Okpara, 2006). The referent may be a co-worker, relative, neighbor, group of co-workers, or other professionals.

The individuals are compare the inputs they bring to the job in the form of skills, training, education, work experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire. An organization, receive from as compared to relevant other employees in the organization (Green, 2000). Inputs, according to Miner (2005), include intelligence, health, job effort, and training. Outcomes include pay, intrinsic rewards, satisfying supervision, seniority benefits, and Herzberg's dis-satisfiers. If people feel that their rewards-to-contributions ratios are fair, then, according to the Equity Theory, they are happy, and experience job satisfaction. They are then motivated to continue to maintain their current contributions. They also raise their contributions if they want their rewards to increase. However, if employees feel that their reward-to-contribution ratio is not equal to that of others, and that they are not fairly treated, they develop a sense of job dissatisfaction (Green, 2000). Based on the Equity Theory, when employees perceive inequity, their behavioral responses to their feelings of dissatisfaction may include the following:

- In the employment context, an employee may increase or decrease the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this with the reference source ratios.
- Complaining about the compensation package, or lodging a grievance (Amos, et al., 2008).
- An employee may try to find a new situation with a more favorable balance through absenteeism, request for a transfer, resigning from a job, or from the organization altogether (Mullins, 2005).

- Changing the reference (relevant other) group with whom the comparison is made (Mullins, 2005).
- Justifying the rationalizing the inequity of inputs and outputs (Amos et al., 2008).
- Taking action against other(s) (persuading the referent(s) to take on a greater workload) (Amos, et al., 2008).

The teachers' low salaries are a frequently mentioned issue by the community and the teachers themselves. Their pay not viewed as comparable to that of other professional groups. "Many families and friends view teaching as a low income job because teachers are paid less compared to other government and private employees", according to VSO (2008). This may lead to job dissatisfaction. According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006).

2.2.4.2. Criticism of Adam's Equity Theory

The following are the main criticisms, which may be label against the Equity Theory:
- Everyone will not appreciate and accept the concept of fairness in equal measures (Aswathappa, 2005). It is more applicable to those individuals who are morally mature, are in a democratic society, and are religious. The principle behind the Equity Theory is, "Place the right people in the right job
- The Theory is difficult to put into practice (Miner, 2005). There are no well-established procedures that directly link theory into practice.
- The Theory describes the reaction of individuals to feelings of inequity, but it fails to recognize differences in how individuals react to situations involving equity (Shore, 2004). Despite the criticisms labeled against the Equity Theory, research indicates that the Theory enjoys considerable support (Miner, 2005).

2.3. *FACTORS INFLUENCING JOB SATISFACTION OF TEACHERS'*

In this part, the relevant literature will be review to gain a better understanding of the factors influencing the job satisfaction of teachers. While job satisfaction is a complex and multi-faceted concept, which can mean different things to different people affected by different sets of factors, we

can determine to what extent people are satisfied or dissatisfied with their work, by ascertaining how they view their working conditions, interpersonal relationships, and their job content. Biographic variables (gender) may also play a role. Ellickson (2002) suggests that, irrespective of the approaches used to study job satisfaction, most studies identified at least two general categories of antecedent variables associated with job satisfaction, namely the work environment and factors related to the work itself, and the personal characteristics of the individual. The relationship of the following variables are reviewed and explained, namely working conditions (salary, fringe benefits, administrative support, school management and leadership style, and workload); interpersonal relationships (teacher-student, teacher-teachers/colleagues, teacher principal/ supervisor, and teacher-parent relationships); the nature of the job (the work itself, responsibility, recognition, advancement and promotion); and demographic variables (gender, age, educational qualification, and teaching experience).

2.3.1. Working conditions

In the present study, working conditions refers to salary, peripheral benefits, administrative support, school management and leadership, as well as workload. Understanding the effect of working conditions on the teachers' day-to-day professional activities will have the power to provide precise, explicit, and measurable goals to work toward (Tickle, Chang, & Kim, 2010). In addition, as countries (such as Ethiopia) experience educational reforms which may influence the teachers' satisfaction, it is imperative to explore the views of the teachers on their working conditions, and the impact of these conditions on their job satisfaction. The teachers' job satisfaction has implications for the quality education they provide. This information could assist education leaders, program implementers and significant others to make evidence-based decisions about how best to design the school working environment and maximize positive outcomes for children, teachers and relevant others. Some working conditions will have a positive effect on the teachers' contentment, whereas others will have a negative effect. Ladebo (2005) also found that, if working conditions are poor, these situations have a negative impact on the job satisfaction of the teachers. Other studies confirmed that favorable teacher perceptions of their working conditions related to higher job satisfaction (Perie, et al., 1997). Thus, working conditions, such as salary, fringe benefits, school management and leadership, administrative support, and workload could affect the job satisfaction of teachers either positively or negatively. The above-mentioned factors influence the teachers'

performance. Inadequate working conditions will seriously undermine the efforts expended to have quality education at all levels of the education system, by policy makers, teachers, and significant others. If teacher performance, quality of education, and student achievement in schools are to be improved, it is essential to give considerable attention to the kind of schoolwork environment that enhances the teachers' sense of professionalism, and increase their job satisfaction and morale. The working conditions, namely salary, fringe benefits, administrative support, school leadership and workload will discuss.

2.3.1.1. Salary

According to Herzberg et al. (1959), salary will viewed as a maintenance or external factor that influences job satisfaction. According to these studies, increases in salary will a considerable raise in the teachers' job satisfaction. An increase in the teachers' satisfaction with their salary is follow by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession. Among other things, employees (e.g., teachers) who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction. The negative impacts on their job satisfaction were explain by the Expectancy theory that states that individuals are dissatisfied if the outcomes are low in comparison to their perceived efforts. Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006). The low and unfair teacher salaries increasingly make conditions difficult to fulfill in their basic needs, and to cope with their financial obligations and the expectations from their families. The beginner teachers argued that the teachers' low salaries and the lack of incentives would cause teachers to become engaged in other income-generating activities, which may limit their commitment to their schools. Moreover, it would lead to absenteeism, and would motivate teachers to leave the profession. Bolin (2007), in a study on teacher job satisfaction and factors that influence it, examined five dimensions that could possibly lead to job satisfaction, namely self-fulfillment, workload, salary, leadership and collegial relationships. This may also be applicable to this study on Gombora woreda primer schoolteachers.

2.3.1.2.   Fringe benefits

According to Herzberg (1959), fringe benefits are hygiene or maintenance factors that influence job satisfaction. Fringe benefits, such as housing and transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training, which are the concern of the present study, can have an impact on job satisfaction in several ways. These benefits considered as an important component of workers compensation (Artz, 2010). Fringe benefits, such as housing allowances, are free from taxation, and are cheaper to get from the employer body than on the market. Fringe benefits have the potential to increase the job satisfaction of employees, such as teachers (Artz, 2010). Employers choose these benefits as a means to decrease turnover rates, and to retain quality employees. Employees, on the other hand, choose benefits over salaries because they are free from taxation. Thus, the less-taxed fringe benefits could substitute for salaries, and have the potential to increase the job satisfaction of workers, such as teachers (Artz, 2010). With regard to the benefits associated with the teaching profession in Ethiopia, a VSO (2008) report indicated that Ethiopian teachers do not have many opportunities to generate an additional income. However, the non-inclusion of other important benefits for teachers, such as housing and transport allowances, health and accident insurance and medical care, may cause dissatisfaction and de-motivation. The views of the Primary school teachers in Gombora woreda on this issue will also be determined in the study.

2.3.1.3.   Administrative support

According to Herzberg, et al. (1959), administrative support is view as a hygiene or extrinsic factor that could influence employees' job satisfaction. According to Choi and Tang (2009) in an international context indicated the potential benefit of administrative support to reduce teacher attrition. Inadequate administrative support for teachers could result in teacher dissatisfaction, de-motivation, decreased commitment and attrition. The teachers' decisions to remain in the teaching profession are very closely relate to their perceptions of administrative support (Baker, 2007). If teachers perceive their administrators as supportive and cooperative, their job satisfaction, the quality of the instruction, they provide, and their intent to stay on in the profession come into play. Promoting a safe and orderly assigning teachers to positions for which they are qualified by providing teachers with a sense of control and influence over their work, and by providing a context. In which teachers can feel supported by their colleagues and the students' parents, and

where they can be more efficacious in their teaching, school administrators positively influenced teachers' job satisfaction. The teachers' positive perceptions of their relationships with the school administration were able to narrow substantially the satisfaction gap among teachers with different years of teaching experience. The love for students and schools in turn, translate into the teachers' intrinsic satisfaction.

2.3.1.4. School management and leadership style

Leithwood and McAdie (2007) succinctly described the influence and importance of school leadership on the other working conditions as "... principal leadership acts as a catalyst for many other school conditions," because it facilitates collaborative and supportive cultures and structures in a school setting. Ladd (2009) also found that the quality of school leadership was the most consistent and pertinent measure of working conditions to influence job satisfaction. Good teaching is only able to thrive within a favorable school environment. To create a school environment, which is favorable for good teaching, high-quality school and teacher management policies, should be in place. This is because efficient and effective teacher and school management policies are crucial ensuring quality education, and to achieve the stated educational objectives (Mengistu, 2012). Schools where efficient management policies, that practices, may attract teachers who are already in the teaching profession at other schools, to their schools. Such efficient schools may enhance the teachers' satisfaction with their work, since management policies are hygiene factors, according to Herzberg, et al. (1959). Effective schools will also motivate other teachers to join their staff, with the aim to learn from their colleagues and their environments. For Evans (2001) the greatest influences on teacher morale, job satisfaction and motivation, are school leadership and management. The researchers further indicate that if the systems, policies and structures to manage and support the teachers are not in place as expected, the teachers are more likely to lose their sense of professional responsibility and commitment. Thus, factors relating to school management appear to be strongly influential in the teachers' job satisfaction. The teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Bogler, 2001). Supporting this, Bogler (2001) found and showed that the more teachers perceived their school principals to be transformational leaders and participative, and the less the principals exhibited transactional leadership styles, the greater were the teachers' job satisfaction.

In accordance with the above, poor leadership decreases job satisfaction. The results of the overall job satisfaction of primary school teachers showed that the teachers were generally dissatisfied with school leadership and administration, among others, and this caused them to leave the teaching profession. The quality of school leadership serves as an important indicator of the teachers' intent to leave their profession (Ladebo, 2005). In a study of Hong Kong teachers' commitment trends, Choi and Tang (2009) found that teachers in late-careers left their profession due to poor leadership qualities, or to increased administrative work. Poor leadership quality resulted in the teachers' perceptions of a lack of school support, which again resulted in a decreased commitment to the teaching profession. Thus, the quality of school leadership significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession. The quality of school leadership also emerged as indicative of student achievement (Ladd, 2009). Principals with admirable leadership qualities tend to increase the teachers' job satisfaction, and thus their commitment and motivation (Choi & Tang, 2009; Fresco, Kfir, & Nasser, 1997). Moreover, satisfied teachers tend to be more committed to their careers; and committed teachers influence student achievement. The above shows that the school principal, specifically, is very important. Teachers in developing countries, including Ethiopia have general, experienced poor management and leadership (Evans, 2001; VSO, 2008).

2.3.1.5. Workload

Workload is one of Herzberg's hygiene or maintenance factors, to either facilitate or impede job satisfaction. The teaching profession expects from the teachers to provide different professional services, including the professional caring of learners, the central task for many teachers (Butt & Lance, 2005). The teachers' tasks include continuous professional development programs, lesson plan preparation, teaching, the documenting of portfolios, and more. The commitment of the self may be a source of satisfaction; it may be a major contributor to an excessive workload, to stress and to job dissatisfaction. Choi and Tang (2009) agree, and found that work intensification was a common factor that the teachers in their sample saw as having an adverse effect on their satisfaction and commitment. The researchers further indicated that the teachers in the early career group attribute their declining commitment to long working hours on non-teaching duties that stop them from devoting their time to the actual task of teaching. Bolin (2007) examined five dimensions

(self-fulfillment, workload, salary, leadership and collegial relationships) that influence job satisfaction.

2.3.2. Interpersonal relationships

According to Herzberg and his colleagues, grouped interpersonal relationships are under extrinsic factors, which increase the job dissatisfaction of workers. This is because the interpersonal relation of teachers within the school community influences both job satisfaction and the probability of teachers remaining in the school and in the profession, as found by Leithwood and McAdie (2007). In the school environment, the following types of interpersonal relationships can be identified, namely interpersonal relationships with the students, the teachers, the principals/superiors, and with the parents. These relationships will be discussing in the next section.

2.3.2.1. Teacher-student relationships

As postulated by Cerit (2009), schools are organizations' where strong human relations are expecting which includes the teachers' relationships with the students. These relationships are highly significant for students, teachers, and for the effective running of the school in general. Of all the relationships, the relationship between teachers and students considered vital for positive educational outcomes in the school setting. A high quality of social integration between the student population and everybody in the school organization in general, and between students and teachers in particular, creates an atmosphere conducive to students benefiting from the teachers' instruction, and for successful teaching and learning to take place. Teacher student relationships may have an impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence (Davis, 2003).

2.3.2.2. Teacher-teacher/colleague relationships

According to Herzberg, et al. (1959), Teacher-teacher relationships are hygiene or extrinsic factors that could influence the employees' job satisfaction. Collegiality in the form of support meetings, mentoring, and shared leadership in the workplace is a strong contributor to the job satisfaction of teachers (Weasmer & Woods, 2004). Weasmer and Woods (2004) confirm that collegiality aids teacher retention, and improves the school climate. Collegiality, as an external/hygiene factor, does

not involve any cost from anyone to make it function in an organization such as a school. However, in the presence of other unsatisfying hygiene factors such as poor salary, positive collegial relationships have the power to compensate for dissatisfaction. A study done by Jyoti and Sharma (2006) indicates that despite the poor payment provided to private school teachers, they are more satisfied with their work than government school teachers, due to the congenial school environment being provided to the private school teachers. Cooperation is an important aspect of positive collegial relationships. As indicated by Johnson (2006), teachers working with collaborative colleagues can generate a more productive and healthy working environment than teachers working in isolation. Unquestionably, collaborative colleagues will establish harmonious cooperation (e.g., in teaching methods and student disciplinary problems) among the teachers, which is an important element in attaining effective school performance and educational objectives that could facilitate teacher satisfaction. Interdependent work among teachers can contribute to increased student achievement and teacher satisfaction. Factors that disrupt the harmonious cooperation among colleagues will have a negative influence on teacher job satisfaction and on the school climate. The absence of such positive collegial relationships in the school environment will, negatively influence teacher support, emotional health and job satisfaction.

2.3.2.3.   Teacher-principal/superior relationships

The principal holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community, as well as with the district offices (Johnson, 2006). The principals are view as the instructional leaders of their schools (Edgerson & Kritsonis, 2006). They are role model to the teachers, the students, and the school community. Therefore, it is plausible to expect that teachers who look up to their principals, will strive to adopt their conduct (Bogler, 2002). Having all the above-mentioned responsibilities, including others, the principal should create and maintain good relationships with the teachers, so that a healthy school environment, in the form of effective teaching and learning, will prevail. This healthy relationship and support are especially important for those teachers who are at the start of their teaching careers. Baker, (2007) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their principals as being open, collaborative, facilitative, and supportive. It can be conclude that teachers should be successful, motivated, and inspired to do their best if there existence a healthy relationship between them and the school principals (Edgerson &

Kritsonis, 2006). The relationship between the principals and the teachers will indirectly affect the students' achievement. Hurren (2006) pointed out that teachers who are dissatisfied with their work and with their relationships with their principals not only suffer themselves, but their students also suffer. Garrett and Hean (2001) found that the teachers' positive relationships with their principals were important for their satisfaction with teaching. Ma and McMillan (1999) found that the teachers' positive perceptions of their relations with their school principals enabled them to experience satisfaction with their work. This implied the significance of the teachers' perceived level of support for them by the principal. The principals have the potential to relieve teacher stress, and thus improve teacher job satisfaction. However, with the support and humorous good relationships with the principal, the teachers were able to find relief from job-related stress, and thus increase their job satisfaction. A principal who adopted a guiding approach towards his/her subordinates helped in improving the superior-subordinate relationship (Jyoti & Sharma, 2006). In contrast, school administrators (principals and vice-principals), who put high pressure on teachers was identify as a major cause of poor teacher job satisfaction (Bolin, 2007). According to Ting (1997), employees who experienced supportive and good relationships with their immediate superiors and co-workers reported higher levels of job satisfaction than those who did not.

2.3.3. Variables related to intrinsic job characteristics

2.3.3.1. Job content

The nature of the work is one of Herzberg's intrinsic or motivator factors of job satisfaction. The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction. Intrinsically motivated individuals give high values to the work itself, to feelings of self-determination, and to competence and personal development. Regarding teaching, the individuals will be motivated to enter into the profession and to become teachers if the profession seems attractive to them (Gates & Mtika, 2011). Those individuals who exhibit explicit personal motivations to becoming teachers have a higher probability to pursue it as a career and stay on as life-long teachers. The teachers' most common reasons for viewing teaching as an enjoyable profession were seeing and helping students achieve, being able to improve their self-knowledge, and creating productive citizens to help with the development. This aspect will be further investigating in this study with primary school teachers in Gombora woreda.

2.3.3.2. *Responsibility*

In terms of the Two-factor Theory, responsibility is an intrinsic (satisfier) factor and when present, can lead workers to feel satisfied. Teachers are professionals responsible for educating young citizens, for advancing culture, and for improving the economic viability and social well-being of the nation (Menlo & Poppleton, 1999). In the school situation, teachers are responsible for accomplishing the following tasks, among others, namely teaching, assessing and reporting students' results, participating in staff development/training, disciplining students, managing numerous activities, and administration. Responsibility refers to the teacher's power to control all the aforementioned activities, as well as others. When teachers are given the opportunity to solve practical school problems, when they receive support from their superiors, and develop and express their thoughts by means of the on-going process of teaching and learning, this can contribute to their higher job satisfaction, motivation and efficient decision-making (Boey, 2010).

2.3.3.3. Recognition

Recognition is a motivator, according to Maslow's hierarchy of needs that refers to esteem-needs. Recognition leads to motivation, and to job satisfaction. In educational institutions, students and teachers are the most important resources. As affirmed by Karsli and Iskender (2009), teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important. Thus it can be inferred that the lack of respect and recognition for teachers by students, parents, colleagues, principals, and significant others cause disappointment, and a subsequent lack of job satisfaction.

2.3.3.4. Advancement and promotion

In the teaching profession advancement can be realized when teachers receive the opportunity of being appointed as school principals, department Heads, supervisors, District officers, or to the next level, by achieving additional educational qualifications. According to the Expectancy theory promotion is a visible reward that comes because of the employees' effort and performance. Teachers' are promoted to a level higher than their present position because of their increased efforts were rewarded for their efforts. This will also lead to increased pay, status, and respect. It pinpointed and explained aspects of the teachers' work that could lead to satisfaction or

Dissatisfaction. These factors included working conditions, interpersonal relationships, variables related to the intrinsic characteristics of the job.

2.4. *Teachers' Commitment*

Commitment is define as a high level of attachment to an organization (Crosswell, 2006). Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee2001). Pareek (2004) defined organizational commitment as a personal feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are affective commitment, Continuance commitment, and normative commitment.

2.4.1 Affective Commitment

Affective Commitment is refers to employees' emotional attachment to identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability.

Affective professional commitment in education to refers teachers' emotional connection to identification and participation in teaching profession. Its objectives in regard to Motivation of the teacher to identify with and the aspiration not to drop the profession for self-interest, desires, compliance to teach altruistically and contribute to the success of the teaching profession, and willingness to make special sacrifice do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware & Kitsantas, 2007).

2.4.2. Continuance Commitment

Continuance Commitment is refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization based on continuance commitment remain because they need to do so. Continuance commitment regarded as an instrumental attachment to the organization, where the individual's association with the organization based on assessment of economic benefits gained and satisfaction (Beck & Wilson, 2000). Continuance commitment in education refers to commitment based on the benefits and costs that related to stay in the profession (Nazari & Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari et al., 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

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2.4.1. Normative Commitment

Normative Commitment is reflects a feeling of obligation to continue employment. Employees with a high degree or level of satisfied that feel that they ought to remain commitment with the organization (Meyer and Allen (1997). Internalized normative beliefs of duty and obligation to make individuals obliged to sustain membership in the organization (Allen & Meyer, 1990). Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to school. Cohen (2003) saw it as one's attitude, which includes affect, belief and behavioral intention toward one's work. Several variables can determine the level of satisfaction to teachers' commitment to school. This indicates as interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment.

2.5. Areas of commitment

- **Commitment to the learner**- children need teacher who understand them and their needs with sensitivity. They need to be looking after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities.
- **Commitments to the society**- The school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take it in that perspective.
- **Commitment to the profession**- Teachers are entrusts by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning.

Author	Year	Concepts
Jaros	1993	-Affective: the degree to which an individual is psychological attach to an employing organization through feeling such as loyalty, affection, worth, belongingness, pleasure and so on. -Continuance: the degree to which an individual experience a sense of being locked in place because of the high cost of leaving. -Moral: the degree of which an individual is psychologically attach to an employing organization through internalization of its goals, values, and mission.
Mayer&	1992	-Value: a belief in and acceptance of organizational goal and value and willingness to exert considerable effort on behalf of the organization -Continuance: the desire to remain a member of the organization
Allen & Mayer	1990	-Affective commitment: a members through to stay within and work for an organization -Continuance commitment: cost perception for leaving an organization leads to the commitment of a members stay in an organization. -Normative commitment: maintaining loyalty to an organization is the result of socialization, experience, responsibility of repaying the organization can constructed in a members mind through organization profits.
Angl	1981	**-Value commitment**: commitment to support the goal of the organization **-Commitment to stay**: commitment to retain their organization membership
Steven	1978	**-Normative:** an individual is willing to stay within an organization and contribute to an organization to correspond with a group norm. **-Exchange:** an individual will enhance commitment after contrast the difference between dedication and compensation from the viewpoint of return of investment.
Porter	1974	**-Value commitment:** faith of accepting an organization's targets & values -**Effort commitment:** desire to thorough devote to an organization. -**Retention commitment:** strong aspiration to stay within an organization
Kanter	1968	-**Continuance** commitment: "withdraw barrier" derive from the previous investment and sacrifice -**Cohesion commitment:** cohesion from exchanges -**Control commitment**: a control force from organizational norms that affect members in an organization.

Table.2.1. Conceptual *Framework on Commitment*

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with Description of the Study Area and Physical setting, research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis mentioned as follows.

3.1. Description of the Study Area

Gombora woreda is located in Hadya Zone; in S.N.N.P.R.G. Hadiya Zone is one from 14 Zones and 4 Special Woredas in S.N.N.P.R.G. Its administrative town is Hossana, which is 230 km away from Addis Ababa and 200 km from Hawassa town. Gombora woreda is one from 11 woredas in hadiya zone it is 259 km from Addis Ababa and 228 km from Hawassa and 28km far from the Hosanna town. Its absolute location is between 70^0 37′ N latitude and 37^0 40′ E longitudes. It is relatively located at North of soro woreda, East of Omo Gibe River and Yame special Woreda, at South of Misha and Gibe woredas and at west of Lemo woreda. The administrative center of this Woreda is Habicho. It has 22 rural Kebeles and 2 municipalities and its agro-ecology is 45.5% Kolla (warm), 51% woina-dega (moderate), and 3.5% Dega (cool) climate condition (Hadiya Zone Finance and Economy Development Department 1998). The woreda have generally fine loamy soil with insignificant gravels. It is freely draining and has a medium texture (GWARDO, 2009). Mostly Woreda have flat, gentle and moderately topographic lands feature. This Woreda has mostly characterized lower altitude site (1600-2000m.a.s.l) and upper altitude site (2000-2400m.a.s.l) (GWFEDO, 2009). The Demographic characteristics of woreda Based on the statistical report of 2007, the population study and housing census results, a total population of 106931, of whom 53,527 were males and 53,404 were females. The estimated area of woreda is 45795skm with an estimated population density of 270 persons per square kilometer. In Gombora woreda there are 12, 1st cycle primary schools, and 23(Twenty-three) 2nd cycles of primary schools generally there are 35 primary schools and 3(three) 9th -10th grade level and one-11th -12th grade level schools.

3.2. Research Design

The researcher used mixed approach (method) free from bias ether quantitative and qualitative data. In this methods researcher ask questions, interview, and document assessment approaches to collect

data rather than subscribing to only one way (e.g. Quantitative or qualitative). There is more insight to be gaining from the combination of both qualitative and quantitative data than either form by itself. Conceptually, a concurrent nested approach can give priority to one of the methods while another is embedded strategy (Creswell, 2002). The investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. In addition, the researcher may embed both interview and document analysis within data collected in questionnaire in order to analyze different types of questions (the qualitative addresses the process while the quantitative. the outcomes). Alternatively, the qualitative and quantitative data can be merging in to one or the results used side by side to reinforce each other (e.g., qualitative quotes support statistical results). Mix of two types of data at the analysis and interpretation stages occurred. For researcher using mixed method is important to discuss and present in a research when the mixing was occur. Therefore, this concurrent nested approach is more convenient to get in-depth data from respondents, through using both quantitative and qualitative methods to investigate teachers' job satisfaction and professional commitment in primary schools. There for a mixed method approach employed in this study to collect data by using questionnaire interview, document analysis, and triangulated the obtained data from the respondents during analysis. The research design can be illustrate as follows: first, the quantitative data analyzed then triangulated by qualitative data. QUANT $\rightarrow$ qual

3.3. Sources of Data

This study was used both primary and secondary sources of data. Primary data obtained from teachers, principals and supervisors. Because of this have more information about current condition of teachers' job satisfaction and professional commitment from their practical experiences. Whereas some information was, collect from document assessment as secondary sources. Which can clearly shows detail about the current job satisfaction, and level of teachers' professional commitment.

3.4. Population
There are 342 Primary school teachers, 35 principals, 46 vice-principals, and 10 primary school supervisors totally 433-study population in Gombora woreda in all primary schools.

## 3.5.	Sample size and sampling techniques

Researcher can decide the fallowing sample size with different techniques by considering various constraints like: funding, number of variables, nature of analysis to be performed; kind and number of comparisons was applied. Random selection for clusters, primary schools, and vice-principals; systematic sampling method used for selection of primary school teachers name list in each sample-selected schools. Based on their geographical location, schools are cluster in to 10 clusters, which are Addeana cluster, Wondo cluster, Dilbatigile cluster, Satara cluster, Bukuro cluster, Shalala cluster, Bolle cluster, Sage cluster, Olle cluster, and Lambuda cluster. From 10 clusters, 5 clusters (Adde ana cluster, Dilbatigile cluster, Bukuro cluster, Bolle cluster,and Olle cluster) was randomly selected to be a sample because it represents the rest clusters.
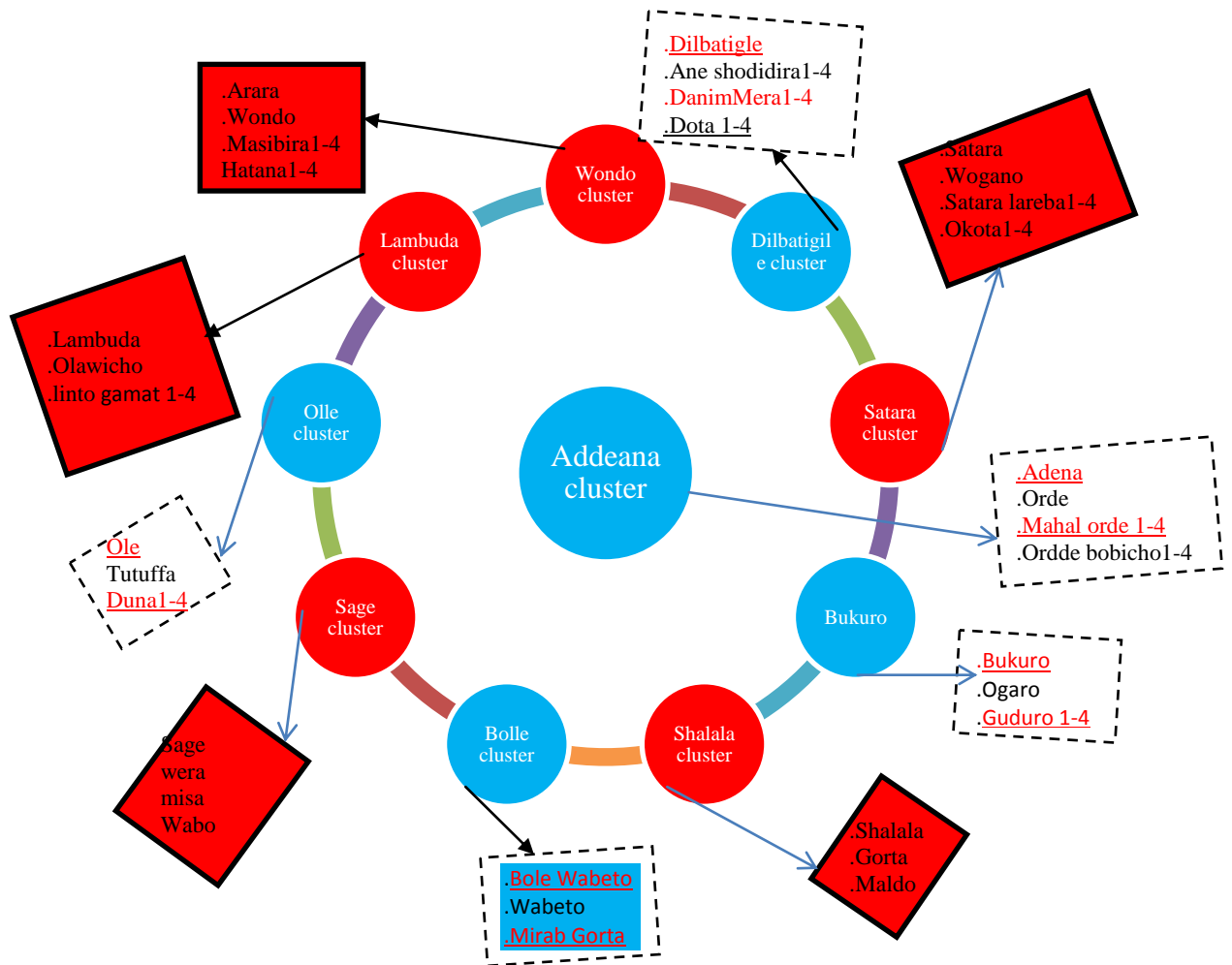
Fig. 2.4 Clusters selection based on their location

Sample selected schools

Not sample selected schools

Totally, there are 17 primary schools in selected clusters. Seven schools are 1st cycle of primary school (1st - 4th class) and the rest ten (10) schools are 2nd cycle of primary school (1st - 8th class). From selected five clusters Five 1st cycle and five Second cycle, totally 10 primary schools were selected randomly to be a sample because of the homogeneity of schools. In generally, 100 teachers, 10 Principals, 10 vice-principals, and 5 primary school supervisors selected from each sample-selected cluster schools to gate appropriate information. In sample-selected schools, there are 200 teachers from this half (50%) teachers would be select by using systematic sampling technique from each school.

Table.3.1. Sampling techniques of Respondents

N_o	Participants	Population	Sample	Sampling techniques	Instrument will use
1	Clusters	10	5 (50%)	Randomly	---
2	Schools	17	10	Simple random sampling	---
3	Teachers	200	100(50%)	Systematic sampling	Questionnaire
4	Principals	10	10 (100%)	Census	Interview
5	Vice principals	20	10 (50%)	Randomly	Interview
6	Supervisors	5	5 (100%)	Census	Interview
	Total	235	125	probability Sampling techniques	

3.6.   *Instrument of Data Collection*

3.6.1. Questionnaires

For this study, the researcher used Spector's (1997) standardized questionnaire to collect quantitative data from teachers. The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information; categories include gender, age, qualification and service year and school name. The second and the largest part contain closed ended question items that address the first and second basic questions of this study. First section of second part was to answer the level of teacher's job satisfaction and second section is to measure the level of teachers' commitment (Affective, Continues and Normative). The Standardized questionnaire items were used from Spector's (1997) job satisfaction survey (JSS), A five point likert scale items like 1= strongly disagree, 2=Disagree, 3=undecided, 4=agree and 5=strongly agree was used for rating both Job satisfaction and professional commitments.

3.6.2. Interviews

Unstructured interview was employed to get the detail information from principals, vice-principals and supervisors because they are more information about the level of teachers' job satisfaction and commitment. Thus, the purpose of the interview is to collect response, feelings, perceptions, problems and intentions related about teachers' job satisfaction and professional commitment. It is supplementary by allowing the researcher to use the ideas that contrast with the questionnaires or to triangulate the teachers' response.

3.6.3. Document Analysis

The document observation employed to examine the data about the teachers' commitment. Providing tutorial for learners especially for female students, continuous assessments, participation in different school clubs, Data of last 5 years' Grade 8th students' exam results, teachers efficiency, attendance, continues lesson plan preparation, and teachers absenteeism to cross check with the response of questionnaire and interview with relationship to the job satisfaction and their professional commitment.

3.7. Procedure of Data Collection

To answer the research questions raised; the researcher was gone through series of data gathering procedures. Regarding the data collection, data was collected early in the morning (before the start of the classes), or during lunch. Finally, the researcher was gathered completed questionnaires from the respondents to carry out the research data analysis.

3.8. Validity and Reliability check

To achieve the validity in the instruments of data collection, the instruments that initially prepared in English language. Its validity is checking first by peer examination then by professionals like main and co advisors. According to McMillan and Schumacher (2010), a good rule of thumb is that the reliability needs to be 0.7 or higher. Spector's (1997), Standardized job satisfaction survey questionnaire and, Allen and Meyer (1997) standardized commitment survey questionnaires were used in order to check the reliability with Ethiopia condition. Pilot test was done in some selected schools, which is out of sample-selected clusters. The pilot study computed on 30 returned questionnaires in 5- schools from each selected 5-clusters. In order to determine the reliability

check on all-main variables independently and totally on the questionnaire for. The coefficient alphas ranging is ($\alpha= .91$) for total scale for both job satisfaction and professional commitment of teachers. This shows, as the questionnaire was trustworthy to measure job satisfaction and professional commitment of teachers. Accordingly, the basic idea reliability of questionnaire were summarized by the word consistency.

3.9.   Method of Data Analysis

3.9.1. Analysis of Quantitative Data

For the quantitative phase of the study, the collected data analyzed by means of the Statistical Package for Social Sciences (SPSS) version 20. The collected data were analyzed by means of descriptive statistics such as frequencies, percentages, mean, standard deviation, Pearson product correlation coefficient and, t-test used to analyze the data to determine the relationship of teachers' job satisfaction and professional commitment.

3.9.2. Analysis of the Qualitative Data

As explained in the design section the quantitative phase is the dominant one. This is because the investigation based on testing the stated research questions integrates the information in the interpretation of the overall results. This facilitates the internal validity of the study, helps to clarify and gives a complete picture of the quantitative results through narration.

3.10. Ethical Consideration

The researcher received the official cooperation letters from Jimma University and Gombora woreda Education office for ethical clearance. The researcher has provided deep and precise orientation to respondents about the questionnaire researcher was introduced objective and purpose of the study to respondents and collected trustworthy data from respondents' through questionnaires, and interview with positive interaction with respondent.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals about presentation, analysis and interpretation of the data. The groups that are included in the study were teachers, principals, vice-principals, and supervisors. The data gathered by different instruments, mainly questionnaire and unstructured interview and the summary of the quantitative data presented by the use of tables and various statistical tools. The research design is concurrent nested mixed research design, thus the qualitative data used to support the result obtained from the interpretation of the quantitative data. In this study, the main respondents' were 10 Principals, 20 vice-principals, and 5 primary school Supervisors ware participated and gave necessary information on the issue raised through questionnaire and interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. The overall results of the issue investigated as well as respondents' personal background ware presented below.

Table 4.1: Demographic Characteristics of reports

Sex	M	55	57.3
	F	41	42.7
	Total	96	100
	25 and below	6	6.3
	26-30	30	31.3
Age	31-35	23	24
	36-40	23	24
	41 and above	14	14.6
	Total	96	100
	Diploma	62	64.6
Educational background:	BA/BSC/Bed degree	34	35.4
	MA/MSc/MED	96	0
	Total		100
	Below 5-year	21	21.9
	5-10 years	37	38.5
	11-15 years	18	18.8
Service years:	16 -20 years	11	11.5
	21 and above years	9	9.4
	Total	96	100

The above table 4.1 indicates that, out of 96 respondents 55(57.3) were male and 41(42.7%) were females. It shows that majority of teachers in primary schools of Gombora woreda have male. Interims of age the data indicates that, majority of teachers' respondents 30(31.3%) were in the age range of 26-40 years, whereas only 14(14.6%) respondents were in the age range of 41 and above years in Gombora woreda. In addition, Table 4.1, indicates that level of education is concerned, more than half of the respondents 62 (64.6%) were diploma holders, and 34 (35.4%) are Bachelor Degree holders. It shows as majority of responded teachers were diploma holders. Furthermore, the same table shows as 37(38.5%), had teaching experience of 5-10 years, 21(21.9%), 18(18.8%) of the respondents were blow 5 years and, 11-15 years respectively, while only 9(9.4) of the respondents had a teaching experience of 21 and above years.

4.2. Relationship between Teachers' Job Satisfaction and Professional Commitment

This section includes the analysis of data related to teachers' job satisfaction and professional commitment. To investigate the relationship between job satisfaction and professional commitment Pearson product correlation coefficient ware used. The Pearson's product, moment correlation coefficient ware computed for determining the relationships between teachers' job satisfaction and professional commitment in primary schools. Therefore, to answer the third basic research questions Pearson correlation is calculated. The result of correlation analysis indicates that the degree of relation that occurred between teachers' job satisfaction and their professional commitment in primary schools presented below.

Table: 4.2.1 Relations of teachers' job satisfaction and professional commitment

Correlations

		Satisfaction	Commitment
Satisfaction	Pearson Correlation	1	.818[**]
	Sig. (2-tailed)		.000
	N	96	96
Commitment	Pearson Correlation	.818[**]	1
	Sig. (2-tailed)	.000	
	N	96	96

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

A Pearson correlation analysis ware (r = .818[**] N = 96). The result shows that correlation is significant at the 0.01 levels and strong relationship between teachers' job satisfaction and professional commitment. This indicates that positive and very high relationship between teachers' job satisfaction and professional commitment. In all instances, the correlations were positive, which means that more of one variable (e.g. job satisfaction) increases the professional commitment also increase and vice versa is true.

4.3. THE LEVEL OF TEACHERS' JOB SATISFACTION

The descriptive statics namely correlation, mean, standard deviations, t-test and One-way ANOVA were used to analysis data about teachers' level of job satisfaction and professional commitment.

Table 4.3.1, Level of teachers' job satisfaction on nature of work

Item	Nature of work	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	I am satisfied to become a teacher	2.39	1.468	-4.102	95	.000	-.615
2	I feel a sense of pride in doing my job	3.61	1.585	3.799	95	.000	.615
3	I sometimes feel my job is meaningless	2.73	1.395	-1.902	95	.060	-.271
4	I enjoy in my work	2.69	1.417	-2.162	95	.033	-.313
5	Teaching profession is challenging job for me	3.36	1.693	2.110	95	.037	.365
Total		2.95	1.51				

The above table indicates as the average mean score of teachers' job satisfaction is (M=2.95, SD=1.51), it is different (lower than) from the hypothesized mean (which had a value of 3); it indicates as the teachers' level of satisfaction towards their job is very low. It signifying as those teachers was dissatisfied on the raised issues. The mean ratings of the teachers regarding their satisfaction with all the nature of work were not statistically higher than the hypostatical mean, which indicated that there is not favorable/ good nature of working conditions in the sampled schools of Gombora woreda.

An interview result on 08/ 10/ 2008 E.C from principals, vice-principals and supervisors about working condition also indicates that:

  ….Most school environments were not attractive to teachers' to stay on

  job because lack necessary school facilities and equipment due to some

schools are located in remote and low land areas (Interview #6 from principals, vice-principals and supervisors in 08/ 10/ 2008 E.C).

Table 4.3.2, level of teachers' job satisfaction on reward

Item	Reward	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	When I do a good job, I receive the recognition for it	2.15	1.47	-5.68	95	.000	-.854
2	There are few rewards for those who work here	3.08	1.57	.52	95	.604	.083
3	The recognition given in the school is fairly evaluates my work	2.50	1.43	-3.42	95	.001	-.500
4	I don't feel my efforts are rewarded the way they should be	3.19	1.61	1.14	95	.255	.188
5	I am not satisfied with the benefits I receive	3.35	1.53	2.27	95	.025	.354
	Total	2.85	1.51				

The above table indicates as the overall average mean ratings of the teachers', responded as regarding their satisfaction with all the rewarding situations were not statistically higher than the hypostatical mean, (M=2.85) with (SD=1.51). The mean score about the level of teachers' job satisfaction is significantly different (lower than) from the hypothesized mean (which had a value of 3), which indicated that teachers were not satisfied with the rewarding conditions in the sampled schools. It indicates, as teachers' works not fairly evaluated or few rewards (not satisfied with the benefits) they received for their job.

Table 4.3.3, level of teachers' job satisfaction on working condition

Item	Working condition	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	Many of our rules and procedures make doing a good job difficult	2.94	1.485	-.412	95	.681	-.063
2	I have too much do at work	3.00	1.508	.000	95	1.000	.000
3	I have too much paperwork	3.02	1.596	.128	95	.898	.021
	Total	2.98	.98				

The overall mean score of teachers' job satisfaction level would assessed for their significance by using mean and slandered deviation about the working condition in the sampled schools. The overall mean score of teachers in the above table indicates about teachers (Mean=2.98) with a (SD .98). The mean and standard deviation indicates that teachers' are not satisfied on working condition in and outside of the sampled schools. This low level of satisfaction indicates, as there are different hindering factors in the schools like difficulties of rules and procedures.

> ….Mass of open ended question generally show that unfavorable working condition in the schools because, of lack refreshment materials, lack of electric access, lack of proper rental house for teachers in rural school arias, lack of pure drinking water, low transferring opportunities, lack transportation and high price of rental house for teachers in urban schools. (Interview #6 from school principals and vice-principals in 09/ 10/ 2008 E.C)

Table 4.3.4, level of teachers' job satisfaction on promotion opportunities

Item	Satisfaction on promotion opportunities	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	Fair promotion opportunities in school	2.95	1.598	-.31	95	.750	-.052
2	There is little chance for promotion on my job	2.90	1.518	-.67	95	.503	-.104
3	Those who do well on the job stand a fair chance of being promoted	2.91	1.550	-.59	95	.555	-.094
4	I feel satisfied with my chances for promotion	2.47	1.486	-3.50	95	.001	-.531
5	I am comfortable with the promotion opportunities available to me as a teacher	2.35	1.494	-4.23	95	.000	-.646
Total		2.71	1.52				

The overall mean score of Teachers' Job Satisfaction level would be assessed by using overall mean score which is different (lower than) from the hypothesized mean (M=2.71) with (SD=1.52) (which had a value of 3), as indicated in above table. It indicates, as the teachers' level of satisfaction towards their job is very low. It was signifying that there is little or low fair chance for

promotion opportunities to teachers on the raised issues. Hence, the teachers were not satisfied with the promotion opportunities in the sampled schools of Gombora woreda.

Table 4.3.5, level of teachers' job satisfaction on instructional leadership

Item	Instructional leadership	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Differen
1	My school leader is quite competent at doing his/her job	2.53	1.329	-3.455	95	.001	-.469
2	My school leader is unfair tome	2.67	1.540	-2.121	95	.037	-.333
3	My school leader shows too little interest in the feelings of subordinates	2.82	1.569	-1.106	95	.272	-.177
4	I like my school leader	2.80	1.470	-1.319	95	.190	-.198
5	My school leaders are provide training on the instructions issues	1.67	1.139	-11.46	95	.000	-1.333
Total		2.49	.76				

As showmen in table above the mean score about the teachers' satisfaction on the instructional leadership were significantly different (lower than) from the hypothesized mean (M=2.49) with (SD=.76) (which had a value of 3), it indicates as the teachers' level of satisfaction towards their job is very low. This indicates that teachers were not happy on the school principals' instructional leadership in the sampled schools of Gombora woreda. It signifying as those teachers was dissatisfied on the raised issues. Hence, the teachers were not satisfied on their school leaders due to low competency of principals doing his/her jobs, lake of farinas to teachers, they shows too little interest of feeling for subordinates, and they are provided little training for teachers on the instruction issues in the schools.

The interview result from principals, vice-principals and supervisors on about working condition also indicates that:

> …. in most schools, there is no clear school based rule and regulations; there is no implementation of rule and regulations, because of government structure most of time almost all teachers' were not involve on different

decisions. Due to this, teachers are not happy (not satisfied) on their
school policy and administration (Interview #5 from principals, vice-
principals and supervisors in 08/ 10/ 2008 E.C).

Table 4.3.6, level of teachers' job satisfaction on payment

Item	Payment	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	My school leaders are provide training on the instructions issues	1.86	1.24	-8.93	95	.000	-1.135
2	I feel I am being paid a fair amount for the work I do	1.54	1.01	-14.08	95	.000	-1.458
3	My salary compares well with my qualification	2.14	1.47	-5.73	95	.000	-.865
4	My salary compares well with my workload	2.08	1.35	-6.64	95	.000	-.917
5	I feel satisfied with my chances for salary increases	2.20	1.35	-5.78	95	.000	-.802
Total		1.96	1.29				

The above table indicates as the average mean score about the teachers' satisfaction on the payment
were significantly different (lower than) from the hypothesized mean (M=1.96) with (SD=1.29)
(which had a value of 3), it indicates as the teachers' level of satisfaction towards their job is very
low. Hence, the teachers were not satisfied with the payment in the sampled schools. This indicates
as teachers were not happy on monthly payment for their work what they do and low income when
compares with their qualification level and with workload in the schools. The interview result from
principals, vice-principals and supervisors on about Payment also indicates that:

> …. Most teachers' stated, as the present cost of living cannot overcome the
> high economic burden and they are unable to accomplish the daily expenses.
> The rising costs of food items, transportation costs, and so on, are out of our
> control. ….the teachers' benefits and incentive were insufficient when we see
> with other government employees and lack additional incomes in school to
> compensate for additional job in the school. This all problems lead teachers'

dislike their profession (Interview #8 from principals, vice-principals and supervisors in 08/ 10/ 2008 E.C).

Table 4.3.7, level of teachers' job satisfaction on work relationship

Item	Work relationship	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	I am satisfied in relationship with staff members	3.04	1.46	.28	95	.780	.042
2	I enjoy my coworkers	3.06	1.55	.39	95	.693	.063
3	I am satisfied in relationship with my students	3.04	1.55	.26	95	.793	.042
4	There is too much disputing and fighting at work	3.08	1.65	.49	95	.622	.083
5	I find I have to work harder at my job because of the incompetence of people I work with	2.77	1.51	-1.48	95	.141	-.229
Total		2.99	1.54				

The overall mean score of teachers' job satisfaction level was assessed with their work relationship in the sampled schools. Overall mean score of teachers responses would found to be (M=2.99) with a (SD 1.54) as indicated in above table. The mean and standard deviation indicates as teachers' job satisfaction with work relationship in the sampled schools was significantly different (lower than) from the hypothesized mean (which had a value of 3); it indicates as the teachers' level of satisfaction with their relationship is low. This indicates that in most schools there is poor relationship within school committee, staff members, with students, and with supervisors.' Therefore, there is communication gap in most schools.

The principals' interview result also indicates that:

…the majority of teachers' were poor relation with supervisors because of insufficient technical support for teachers', the way of supervisors contact to give instructional support and teachers' are not happy on the way of evaluation and their feedback provision way (Interview #1 from principals, vice-principals and supervisors in 10/ 10/ 2008 E.C).

Table 4.3.8, level of teachers' job satisfaction on communication

Item	Communication	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	Communication seems good within may school	1.45	.950	-16.00	95	.000	-1.552
2	The goals of this school are not clear to me	1.73	1.20	-10.29	95	.000	-1.271
3	I often feel that I do not know what is going on with the school	2.02	1.24	-7.68	95	.000	-.979
4	Work assignments are not fully explained in my school	2.19	1.47	-5.39	95	.000	-.813
Total		1.85	.644				

As indicated on the above table the average mean score about the teachers' satisfaction on the communication were significantly different (lower than) from the hypothesized mean (M=1.85) with (SD=.644) (which had a value of 3), this indicates as the level of teachers' towards their job is very low. It signifying as those teachers was dissatisfied on the raised issues in above table. Hence, the teachers were not satisfied with the Communication in the sampled schools, which indicates that teachers work were not assign properly, the school plan and school goals are not clear to them. Therefore, there is communication gap in the sampled schools of Gombora woreda.

4.4. *LEVEL OF TEACHERS PROFESSIONAL COMMITMENT*

Table 4.4.9, level of teachers' affective commitment for their profession

Item	Affective commitment	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	Teaching profession is important for me is self-respect	2.18	1.34	-5.891	95	.000	-.823
2	I believe that my school image is my image	2.19	1.19	-6.687	95	.000	-.813
3	I am proud to be in my teaching profession	2.31	1.49	-4.503	95	.000	-.688
4	My profession is a great deal of personal meaning for me	2.39	1.23	-4.878	95	.000	-.615
5	I feel to my teaching emotionally	2.13	1.3	-6.596	95	.000	-.875
Total		2.24	.67				

The overall mean score of teachers' Affective commitment was assessed for their significance by using overall mean score found to be (N=2.24) with a (SD .67) as indicated in above table 4.4.9. The mean and standard deviation indicates that the Teachers' Affective commitment in the sampled schools were significantly different (lower than) from the hypothesized mean (which had a value of 3); it indicates that teachers' were not like to stay on their teaching profession. The principals' and vice principals' interview result indicates that:

> ….some teacher' in my school was transferred to woreda offices, some teacher' are in progress to change their field of profession because they are studding other field of study ……there is no other gaining benefits for teachers other than monthly salary (Interview #9 from principals and vice-principals in 11/ 10/ 2008 E.C).

An interview result of principals also indicates that:

> Most of teacher' in the schools expects external force to do their job, and poorly interested to achieve school goal. The tolerance level between teachers' in different schools was poor because of low commitment for their

profession. This shows that teacher' are low positive feelings towards to stay for long period with the teaching because they view their personal employment relationship as gaining benefits (Interview #9 from principals in 08/ 10/ 2008 E.C).

Table 4.4.10, level of teachers' continues commitment

Item	Continues commitment	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Differenc
1	Changing profession will be difficult for me	1.78	1.028	-11.615	95	.000	-1.219
2	I am confortable if I will change my teaching profession	1.78	.920	-12.980	95	.000	-1.219
3	For me exit from teaching is greater than the benefit	1.73	1.100	-11.319	95	.000	-1.271
4	I would not leave teaching right now because I have a sense of obligation to teaching	2.82	1.569	-1.106	95	.272	-.177
5	I will not change teaching profession if I get education opportunity to learn	2.08	1.319	-6.808	95	.000	-.917
Total		2.04	.601				

The overall mean score of Teachers' about Continues commitment would assessed for their significance by using overall mean score, the teachers responses were significantly different (low) from the hypothesized mean (N=2.04) with a (SD=.601) as indicated in above table. The mean and standard deviation indicates that the Teachers' Continues commitment in the sampled schools was statistically low average mean; it Show in the level of disagreement with asked items in above table.

An interview result of principals also indicates that:

Mass of teachers stay in teaching profession because of lack alternative to change other sector, and other better income benefiting jobs relatively

betters than from teaching... (Interview #9 from principals and vice-principals in 09/ 10/ 2008 E.C)

This shows that mass of teachers in the study area are not interested to continue with teaching profession. Lack of interest to continue with teaching profession is minimizing professional commitment of teachers on job. The low level of continuance commitment of teachers is influence on the school goals and objectives.

Table 4.4.11, level of teachers' job satisfaction on normative commitment

Item	Normative commitment	Test Value = 3					
		Mean	SD	t	df	Sig	Mean Difference
1	I would feel guilty if I left my teaching profession	1.84	1.234	-9.18	95	.000	-1.156
2	I am in my teaching profession because of my sense of loyalty to it	1.79	1.247	-9.49	95	.000	-1.208
3	I feel a strong sense of belonging to my teaching	1.59	.936	-14.73	95	.000	-1.406
4	Jumping from sector to sector does not seem at all unethical tome	2.09	1.057	-8.4	95	.000	-.906
5	things were better in day when people stay in one profession	2.00	1.105	-8.86	95	.000	-1.000
Total		1.86	.54				

The overall mean score of Teachers' Normative commitment would assessed for their significance the teachers overall mean score were significantly different (low) from the hypothesized mean (N=1.86) with a (SD=.54) as indicated in above table. The mean and standard deviation indicates that the Teachers' Normative commitment in the sampled schools was low. This indicates as teachers, have low sense of moral duty, obligation and loyalty towards for their teaching profession. Therefore, low moral responsibility of teachers is negatively influence the achievement of school goals and student performances and vice versa.

4.5. *The relationship between teachers Job satisfaction, Professional Commitment and Demographic Variables (Sex, Age, Experience and Educational Background)*

In order to measure the relationship between teachers' job satisfaction, overall professional commitment and demographic variables, person's correlation coefficient was used.

Table 4.5.12 shows the inter correlation matrix between the variables

An inter correlation matrix between teachers job satisfaction, overall professional commitment and some demographic variables (N= 100).

	EXP	TJS	AC	CC	NC	PC
EXP	------	-.074	-.055	-.044	-.054	-.060
Sex	-.067	.476**	.262**	.305**	.481**	.409**
Age	.195	.089	.110	.161	.089	.144
EBG	-.163	-.074	-.055	-.044	-.054	-.060
TJS		----	.628**	.739**	.703**	.818**
AC				.592**	.497**	.833**
CC					.608**	.876**
NC						.819**
PC						-----

Note: EXP=Experience, TJS=teachers Job Satisfaction,   AC= Affective commitment,   CC= Continues commitment,
NC= Normative commitment, PC= Professional Commitment, EBG= Educational Background.
**. Correlation is significant at the 0.01 level (2-tailed).

The result in the above table shows as, there is statistically significant positive relationship between teachers job satisfaction and overall professional commitment (r= .818** ' p=.000, p< .01). The result shows that a correlation is significant at the 0.01 levels and positive relationship between teachers' job satisfaction and professional commitment. This indicates that positive and very high relationship between teachers' job satisfaction and professional commitment. The very high significant positive relationship of teachers' job satisfaction associated with very high three-sub scale of professional commitment of teachers' relationship. In addition, the same table shows that statistically there is no significant relationship between educational background (EBG) of teachers and their Job satisfaction (r = -.074, p=.472, p>.05), teaching experience (EXP) of teachers and

their Job satisfaction (r= -.074, p=.194, p> .05). Finally, the above table shows that in the sampled schools, educational background and teaching experience of teachers were not significantly determinates of Job satisfaction.

4.6. Demographic Variables and Teachers Job Satisfaction

A t-test would employ to examine whether or not there is significant difference between male and female teachers in their level of job satisfaction. Table 4.6.13 shows the difference between male and female teachers in their level of satisfaction.

Table 4.6.13 summary result between group deference's across gender (n=100)

Variable	Male		Female				
	Mean	SD	Mean	SD	df	t	sig
Gender	2.42	.53	2.99	.51	95	-5.55	.000

Significance level, *p<.05, **p<.01, ***p<.001

Though both male and female groups apparently have evaluated in above table shows that there is statistically significant difference of Job satisfaction t (95) = -5.55, p (.000), p< .05 between male and female teachers in their level of job satisfaction. More specifically, the mean of Male teachers (M=2.42 SD=.53) and female teachers (M=2.99 SD =.51) in their level of job satisfaction. The level of job satisfaction is blow from average mean; however, Female teachers have better job satisfaction than male teachers in the sampled schools. This entailed that gender is significantly determinant of Job satisfaction in the sampled schools.

A t-test would employ to examine whether or not there is significant difference between Sex and Professional commitment of teachers in their job. Table 4.6.14 shows the difference between male and female teachers in their level of commitment.

Table 4.6.14 summary result of professional commitment deference's across the gender (n=100)

Variable	Male		Female				
	Mean	SD	Mean	SD	df	t	sig
Gender	2.62	.72	3.26	.72	86.34	-4.345	.000

Significance level, *p<.05, **p<.01, ***p<.001

As shown on above table the average score on professional commitment of Male and Female groups (M=2.62, SD=.72) and female teachers (M=3.26 SD =.72) respectively. The result shows

that statistically there is significant difference t (86.34) = -4.345, p (.000), p<.05 between male and female teachers in their professional commitment. The level of Professional commitment of male teachers is blow from average mean; however, Female teachers are some little better commitment than male teachers' in the sampled schools because their mean score is above from the average mean. This entailed that gender is significantly determinant of teachers' commitment in the sampled schools.

A One-way ANOVA was employed to examine whether or not significant difference between Ages of teachers in their level of job satisfaction. The following table shows that difference between ages of teachers in their level of satisfaction.

Table 4.6.15 One-way ANOVA on job satisfaction of teachers across their ages level (n=100)

Ages	Mean	Std. Deviation	df	F	sig
25 and below	2.66	.649			
26-30	2.55	.634			
31-35	2.64	.486	91	3.706	0.008
36-40	2.67	.604			
41 and above	2.90	.631			
Total	2.67	.590			

The above table indicates as the average five-category Ages of teachers with overall mean and standard deviation of job satisfaction indicates that level of teachers' satisfaction was blow from the average mean in the sampled schools. (M= 2.67, SD= .590). The result shows as statistically there is significant difference or the relationship is statistically significant (there is a significant satisfaction difference between ages). F (4, 91) = 3.706, p (0.008), p< .05. However, higher aged teachers ware some little better satisfaction than low aged teachers in the sampled schools because their satisfaction is increase when age is increase and vice versa. This entailed that age is significantly determinant of Job satisfaction of Teachers in the sampled schools.

A One-way ANOVA was employed to examine whether or not there is significant difference between Ages of teachers in their level of professional commitment. The following table shows the difference between ages of teachers in their level of professional commitment.

Table 4.6.16 One-way ANOVA on of teachers professional commitment across their age level(n=100)

Ages	Mean	Std. Deviation	df	F	sig
25 and below	2.70	.944			
26-30	2.78	.820			
31-35	2.95	.866			
36-40	2.92	.706	91	3.037	0.021
41 and above	3.11	.626			
Total	2.90	.781			

The above table shows that five-category Ages of teachers in their level of professional Commitment the overall mean and standard deviation (M= 2.90, SD= 0.781) respectively. More specifically the table indicates that professional commitment of teachers was blow from the average mean in the sampled schools. The result shows, as statistically there is significant difference (there is a significant professional commitment difference between ages). $F(4, 91) = 3.037$, p (0.021), p< .05, however, the professional commitment is blow from average mean higher aged teachers ware some little better professionally Committed than low aged teachers in the sampled schools because their professional Commitment is increase when age is increase and vice versa. This entailed that age is significantly determinant of professional Commitment in the sampled schools.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This parts of the study deals with the general conclusion drawn based on the findings of the study and forwarding recommendations, which assumed useful to enhance the teachers' job satisfaction and professional commitment in primary schools of Gombora woreda.

5.1. SUMMARY OF THE STUDY

The main purpose of this study was to assess factors that influence teachers' job satisfaction and professional commitment in primary schools of Gombora woreda. In order to investigates this purpose, the study attempted to answer the following basic questions.

➢ To what extent primary school teachers in the Gmbora Woreda are satisfied with in their Job?

➢ To what extent primary school teachers in the Gmbora Woreda are professionally committed with in their Job?

➢ Is there significant relationship between job satisfactions and commitment of primary schools teachers' in Gombora woreda?

In order to find out answer for the research questions, related literatures were review; Totally 17 primary schools found in selected clutters. From selected five clusters Five 1st cycle and five Second cycle, totally 10 primary schools was selected randomly to be a sample because of the Homogeneity of schools. 10 Principals and 5 primary school Supervisors were selected sensually; 10 vice-principals was selected randomly from each sample-selected schools, In sample-selected schools, there are 200 teachers from this half (50%) teachers would be select by using Systematic sampling technique from each school. A mixed approach method was employed on this study and both primary and secondary source of data were found to be adequate to reach at sound findings. Then to collect data from respondents' the Spector's (1997), survey questionnaire was used. To triangulate the information, data were collected questionnaire, interview and document. Descriptive statistics such as frequencies, percentages, means, standard deviations and, Pearson product correlation coefficient used to analyze the data codetermine the relationship of teachers' job satisfaction and professional commitment.

Based on the analysis made on the gathered data, the major findings of the study were summarizing as follows:

- The respondents' demographic data shows that majority of teachers in primary schools of Gombora woreda have male. Interims of age the data indicates that, majority of teachers' respondents 30(31.3%) were in the age range of 26-40 years, whereas only 14(14.6%) respondents were in the age range of 41 and above years. In addition, more than half of the respondents 62 (64.6%) were diploma holders, and 34 (35.4%) are teaching Bachelor Degree holders. Furthermore, Interims of experience 37(38.5%), teachers have 5-10 years' experience of teaching, 21(21.9%) teachers have blown 5 years' experience of teaching, 18(18.8%) of the respondents were 11-15 years' experience of teaching, while only 9(9.4) of the respondents had a teaching experience of 21 and above years respectively.

- The mean ratings of the teachers regarding their satisfaction with all the nature of work were not statistically higher than the hypostatical mean, which indicated that the teachers were not satisfied with the nature of working in the sampled schools of Gombora woreda.

- The mean and standard deviation indicates that teachers' were not satisfied on rewarding condition in and outside of the sampled schools. This low level of satisfaction indicates, as there are different hindering factors in the schools like difficulties of rules and procedures.

- Teachers were not satisfied with the promotion opportunities in the sampled schools. The teachers' level of satisfaction towards their job is very low. It was signifying that there is little or low fair chance for promotion opportunities to teachers on the raised issues.

- Hence, the teachers were not satisfied on their school instructional leadership due to low competency of principals doing his/her jobs, lake of farinas to teachers, they shows too little interest of feeling for subordinates, and they are provided little training for teachers on the instructions issues in the schools.

- Teachers were not happy on monthly payment for their work what they do and low income when compares with their qualification level and with workload in the schools.

- This indicates that in most schools there is poor relationship within school committee, staff members, with students, and with supervisors' therefore, there is communication gape.

- Teachers were not satisfied with the communication in the sampled schools, which indicates that teachers work were not assign properly, the school plan and goals are not clear to them. This shows that there is communication gap in the sampled schools of Gombora woreda.
- Teachers' Affective commitment in the sampled schools was significantly different, Most of teacher' in the schools expects external force to do their job, and poorly interested to achieve school goal.
- Teachers' continues commitment in the sampled schools was statistically low because of the tolerance level between teachers' in different schools was poor because of low commitment for their profession. This shows that teacher' are low positive feelings towards to stay for long period with the teaching because they view their personal pay relationship as gaining benefits.
- Teachers' normative commitment in the sampled schools was low. This indicates as teachers, have low sense of moral duty, obligation and loyalty towards for their teaching profession.

5.2. CONCLUSION

Based on the above Major findings the following conclusions were present in the next section.

- ❖ The findings related to the relationship between teachers' job satisfaction professional commitment revealed that:
  - ➢ The relationship between job satisfaction and professional commitment is significant and strong relationship. This indicates that positive and very high relationship between teachers' job satisfaction and professional commitment. Ayele, D. (2014), also reported that better to focus on the teachers' job satisfaction and commitment like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable promotion, in the area of professional responsibility…etc. In all instances, the correlations were positive, which means that the more the one variable (e.g. job satisfaction) increases, the professional commitment also increase and vice versa is true.
- ❖ The findings related to issues of teachers' job satisfaction revealed that:

- Teachers' level of satisfaction on current job is not in good situation due to the influence of different factors. This finding is in line with the findings of the study carried out in Luck now city states as "Primary school teachers who was more satisfied with their working conditions was more committed to their learners, to the society, to their profession, to attaining excellence for professional actions and to basic values of school" (Shukla, 2014). Most school environments were not attractive to teachers' to stay on job because lack necessary school facilities and equipment due to some schools are located in remote and low land areas.

- Teachers were not satisfied with the Rewarding conditions; they were not involved on different decisions, they would have problem of fairly evaluation on their work, they have few rewards (not satisfied with the benefits), and they would not satisfied with the Payment they received for their job.

- Teachers' are not satisfied on working condition in and outside of the sampled schools; there is different hindering factors like difficulties of rules and procedures. lack refreshment materials in the schools, lack of electric access in most schools, lack of proper rental house for teachers in rural school aria, lack of pure drinking water, low transferring opportunities, lack transportation, high price of rental house for teachers in urban area.

- Teachers' are low Job Satisfaction for their Work relationship and Communication in the sampled schools. For instance, a study by (Gedefaw, 2012) on the relationship and Communication, results showed that teachers were significantly dissatisfied with their Job due to reasons as they have poor fringe benefits and lack of opportunities for promotion, poor management styles of school principals, teachers lake decision-making opportunities, lake of opportunities to develop personalities, and their poor relationship with school principals. This study was founded that, due to poor relationship within school committee, staff members, with students, with supervisors. There is problem of properly Work assignment, the school plan and school goals are not clear to teachers. Generally, there is relation and communication gape.

❖ The findings related to issues of Teachers Professional Commitment

- Teacher' from sampled schools was transferred to woreda offices, some teacher' are in progress to change their field of profession because they are studding other field of study.

- Mass of teachers in the study area is not interested to continue with teaching profession. Shukla's (2014) study also concluded that there is more satisfied teachers' are more committed on their job than from less satisfied teachers. For this study teacher' in the schools expects external force to do their job, and poorly interested to achieve school goal, low positive feelings to stay for long period with the teaching.

- Teachers, have low sense of moral duty, obligation and loyalty towards for their teaching profession.

5.3. RECOMMENDATIONS

The recommendation for responsible bodes in order to enhance teachers' job satisfaction and professional commitment in primary schools of Gombora woreda. Based on the conclusions of this study, the recommendations for improving the teachers' job satisfaction and professional commitment of primary school teachers in Gombora woreda, drawn the following possible recommendation were forwarded:

1. Woreda education offices should makes special attention for teachers' job satisfaction on the area should be focus on personal development and training, fair benefits and incentives, constructive and continuous support, fair and equitable promotion opportunity…etc. This helps the teachers to increase the level of job satisfaction as well as to maximize their level professional commitment.

2. It is recommended that primary school supervisors were provide consistent contacts with teachers for support on instructional supervision rather than inspection that encourages teaching learning in effective manners. The primary school supervisors recommended neither to make judgment about the competence of teaching not to control teachers but rather to work cooperatively with them to improve the teachers' classroom performance through Clinical supervision. Furthermore, school principals and vice-principals should be arranging experience sharing within a school for binger teachers and model teachers. All

this make teachers to be effective as well as satisfied on their job and makes them to commit on the profession.

3. To increases teachers' job satisfaction principals and vice-principals should crate comfortable working environment, prepare necessary instructional materials. In order to solve house and refreshment materials problem construct dorms to teachers by mobilizing community.

4. The woreda education office, schools, and kebele administrators should be support teachers through facilitating road access, building house for teachers, provision of pure water, by mobilizing the community, giving land to build home in urban areas and supply good working environment with necessary refreshment material like, football, handball, tennis and others. This helps teachers' to increases satisfaction and professional commitment.

5. To ensure job satisfaction woreda educational office, school principals and primary school supervisors should offer support for teachers' and woreda education office should better give opportunity to upgrade for teachers to narrowing technical skill gap by training on the job. This helps to develop positive relationship and satisfaction on the job.

6. As findings indicates that external job satisfaction relatively more influence than internal factor of job satisfaction. Therefore, schools, woreda education offices and Zone education department work together with other governmental sectors, non-governmental organization and local community to enhance teachers' job satisfaction in the job.

7. The, schools should foster interest of teachers' by morally encouraging teachers' on the job by fair and equitable rewards to reduces turnover. This strongly contributes for the success of school goals.

8. As finding indicates, most teachers' were problem of continuance commitment in the profession and some were continuing because of lacks of alternative opportunity to leave their teaching profession. Therefore, Zone education department, Woreda education office and schools should facilitate good and conducive environment by involvement of local community, governmental sector, privates' investors and nongovernmental originations. This helps teachers' to like and stay on their profession and committed on job.

9. Schools, woreda education office and other concerned bodies should keep teachers' moral and maximizing level satisfaction by facilitating attractive teaching learning environment in

primary schools. This promotes satisfaction and professional commitment of teachers on the job as well as improves the student academic achievement.

Recommendations for further research

The findings of this study clearly indicate the importance of continued research on teacher job satisfaction and professional commitment. Based on the findings, the following recommendations given:

- This study provides information about the factors influencing teachers' job satisfaction and professional commitment in primary schools in gombora woreda. Based on researcher's knowledge no research conducted in other parts of the Hadiya zone even in a country using the same methodology. Therefore, other study will recommend repeat in other parts of the country.

- This study focused only on the view of teachers' job satisfaction and commitment in rural government primary schools. Similar study will recommend with in other Zones or in Ethiopia by comparing the view of teachers in both Government and private primary schools.

- This study showed the views of primary school teachers in Hadiya Zone, in Gombora Woreda regarding with factors that influencing job satisfaction and their professional commitment. Future research should recommended to include the views and understanding of school principals, educational leaders at the Woreda, Zone, and/or Regional level with regarding some variables like students' academic achievement at the secondary and elementary school levels.

Future research should also focus on how the practices of school supervision and/or school leadership influences or will be improve teachers' motivation in primary schools.

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Appendix A

Jimma University

College of Education and Behavioral Science, Department of Educational Planning and Management

Questionnaires' for teachers

Dear Respondents:

I am MA student in Jimma University, and I conducting study on *Job Satisfaction and Professional commitment of primary School teachers in Gombora woreda*.

Instructions: -No need of writing your name

Part I: - Put (X) mark on box about your personal information

1. School name_____

2. Sex: Male [   ]   Female [   ]

3. Age: a) 25 and below [   ]   b) 26-30 [   ] c) 31-35 [   ] d) 36-40 [   ]   e) 41 and above [   ]

4. Educational background: a) Diploma [   ]   b) BA/BSC/Bed degree [   ]   c) MA/MSc/MED [   ]

5. Service years: a) below 5-year [   ]   b) 5-10 [   ]   c) 11-15 years [   ]   d) 16 -20 [   ]   e) 21and [   ] above

Part II: Questionnaire for teachers

No	Items	1 Strongly disagree	2 Disagree	3 undecide	4 agree	5 strongly agree
1	I am satisfied to become a teacher					
2	I feel a sense of pride in doing my job					
3	I sometimes feel my job is meaningless					
4	I enjoy in my work					
5	Teaching profession is challenging job for me					
6	When I do a good job, I receive the recognition for it					
7	There are few rewards for those who work here					
8	The recognition given in the school is fairly evaluates my work					
9	I don't feel my efforts are rewarded the way they should be					
10	I am not satisfied with the benefits I receive					

11	Many of our rules and procedures make doing a good job difficult					
12	I have too much do at work					
13	I have too much paperwork					
14	Fair promotion opportunities in school					
15	There is little chance for promotion on my job					
16	Those who do well on the job stand a fair chance of being promoted					
17	I feel satisfied with my chances for promotion					
18	I am comfortable with the promotion opportunities available to me as a teacher					
19	My school leader is quite competent at doing his/her job					
20	My school leader is unfair tome					
21	My school leader shows too little interest in the feelings of subordinates					
22	I like my school leader					
23	My school leaders are provide training on the instructions issues					
24	My monthly salary is sufficient to satisfy basic expenses					
25	I feel I am being paid a fair amount for the work I do					
26	My salary compares well with my qualification					
27	My salary compares well with my workload					
28	I feel satisfied with my chances for salary increases					
29	I am satisfied in relationship with staff members					
30	I enjoy my coworkers					
31	I am satisfied in relationship with my students					
32	There is too much disputing and fighting at work					
33	I find I have to work harder at my job because of the incompetence of people I work with					
34	Communication seems good with in may school					

35	The goals of this school are not clear to me					
36	I often feel that I do not know what is going on with the school					
37	Work assignments are not fully explained in my school					
38	Teaching profession is important for me is self-respect					
39	I believe that my school image is my image					
40	I am proud to be in my teaching profession					
41	My profession is a great deal of personal meaning for me					
42	I feel to my teaching emotionally					
43	Changing profession will be difficult for me					
44	I am confortable if I will change my teaching profession					
45	For me exit from teaching is greater than the benefit					
46	I would not leave teaching right now because I have a sense of obligation to teaching					
47	I will not change teaching profession if I get education opportunity to learn					
48	I would feel guilty if I left my teaching profession					
49	I am in my teaching profession because of my sense of loyalty to it					
50	I feel a strong sense of belonging to my teaching					
51	Jumping from sector to sector does not seem at all unethical tome					
52	Things were better in day when people stay in one profession					

Appendix B

Jimma University

Interview guidelines for principals, vice-principals and supervisors

The main objective of this interview guideline is to collect extensive information about primary school teachers' job satisfaction and their professional commitment. Thus, your genuine participation to give necessary data has great importance for effectiveness of my study.

Sex: Male ☐   Female ☐

Current position _____ Service year _____

1. How do you feel about relation between teachers' job satisfaction and their commitment in their job?

2. How teachers see their professional development or personal advancement in your school?

3. How do you feel about achievement of teachers' in their teaching?

4. How does teachers' practice their responsibility in the job?

5. How do you feel about the practices of supervision in your school?

6. What do you say about work environments of your school?

7. How does work relationship of teacher' in the school?

8. What measure should be batter taken to improve teachers' job satisfaction?

9. How is possible to bring the commitment of teachers' on the job? (Affective commitment, continuance commitment, and normative commitment)

Thank you very much for your time!