THE RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG PRIMARY SCHOOLS OF BONGA TOWN

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A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF ARTS IN EDUCATIONAL LEADERSHIP.

Abstract

The purpose of this study was to investigate the relationship between teachers' job satisfaction and organizational commitment of primary schools of Bonga town. The study employed correlation research design. The sample teachers were selected by proportional stratified sampling technique. The data collected were analyzed by using statistical tools such as Pearson' Product Moment Correlation coefficient, independent T-test and ANOVA. Data were analyzed with the help of Statistical Package for Social Sciences (SPSS) version-20 software program. The results of the study indicate that primary school teachers have high levels of job satisfaction and organizational commitment. In addition the study tried out there is a significant positive correlation between teachers' job satisfaction and organizational commitment. With regard to demographic variables there is no significant difference found in terms of participants gender, marital status and educational level. In conclusions the importance of analyzing relationship between job satisfaction and organizational commitment were particularly crucial and is a matter of necessity, since it will help to reduce turnover, lateness, absenteeism, and tardiness were mentioned. Recommendations were given to MOE, Educational leaders, principals and parents should provide for primary school teachers adequate instructional materials, increasing administrative support, give promotion in their carrier on time, give relevant opportunity for training, following them in supervision, participating indecision making, cordial relationship.

Acknowledgements

Abbreviation / Acronyms

AC: Affective Commitment

CC: Continuance Commitment

MOE: Minister of Education

NC: Normative Commitment

OC: Organizational Commitment

SNNPRS: South Nation Nationality and Peoples Regional State

SPSS: Statistical Package for Social science.

TJS: Teacher job satisfaction

TJSQ: Teacher job satisfaction questionnaires

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CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of the study

Teacher is the central element in educational system holding various important responsibilities. The overall performance of schools depends upon their teachers and ultimately their level of commitment and job satisfaction. Thus understanding their behaviors and attitudes needs more attention in organizations (Tsui & Cheng, 1999).

The study of behaviors within organizational setting has highlighted critical variables that are supportive or detrimental to the performance of workforce. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Pohlman & Gardiner, 2000).

Job satisfaction is crucial problem for all organization no matter whether in public or private organizations or working in advanced or underdeveloped countries. One of the purposes for this degree of interest is that satisfied personnel is reported as committed workers and commitment is indication for organizational output and effectual operations (Robbins & Coulter, 2005:370).

In today's understanding of administration, the effective use of the human factor as a basic resource of the organization is regarded as an important indicator of success or failure. Therefore the attitudes of the teachers' job satisfaction and organizational commitment and their levels of job satisfaction and organizational commitment have become subject to research (Taşdan and Tiryaki, 2008).

Job satisfaction affects the health of staff, their efficiencies, labor relationships in the organization and the organization's overall efficiency. With regard to these aspects, job satisfaction has individual, organizational and social outcomes. According to (Brown and Sargeant 2007) on the one hand, these outcomes may include negative attitudes such as low efficiency, work stoppage, absenteeism, tardiness or theft; on the other hand the outcomes include positive attitudes such as high efficiency, loyalty, punctuality, self devotion and commitment.

Job satisfaction amongst teachers is a multifaceted construct which is imperative for the retention of these teachers and is a significant determinant of teacher commitment as well as a contributor to school effectiveness. Research, however, has revealed a wide range of differences contributing to job satisfaction amongst teachers (Shann, 2001). In the process of development of any educational system around the world, job satisfaction is vital. Special training, a high level of education, focus competencies, educational resources, and strategies determine whether or how educational success and performance happen (Ololube, N.P. 2006).

Job satisfaction of teachers has been a focus of attention for educational researchers; this is because of links between job satisfaction and organizational behavior such as commitment, absenteeism, turnover, efficiency and productivity. High attrition rates amongst teachers could be attributed to job dissatisfaction (Wisniewski & Gargiulo 1997). They concluded that lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay, and stressful interpersonal interactions all contributed to teachers' decisions to leave schools.

International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995).

Teachers are arguably the most important professional in nations" development (Bishay, 1996) consequently; their satisfaction at work is paramount to educational development of the nation. Therefore Research into teacher job satisfaction is thus significant in order to retain teachers in the educational profession and to encourage increased teacher productivity.

Similar to job satisfaction, "organizational commitment" has recently become a field of study in management which has attracted interest. (Meyer and Herscovitch 2001, p. 301) propose that commitment is "a force that binds an individual to a course of action of relevance to one or more targets" in other words.' (Mowday, Steers and Porter 1982),

defined Organizational commitment is the strength of an individual's identification and involvement in a particular organization as characterized by a strong belief in and acceptance of the organization's goals and values (value commitment) along with a readiness to exert considerable effort on behalf of the organization and to remain a member (commitment to stay).

Organizational commitment is regarded as an important feature of educational institutions (Brown and Sargeant, 2007). From the perspective of teachers, organizational commitment is the commitment to the school. This commitment includes a psychological contract which consists of open and latent pledges between teachers and the school. This contract shows the level of physiological relationship between teachers and the school. As a societal value, commitment reduces opportunism.

There are several factors affecting organizational commitment, however, it is possible to classify these as individual, organizational and non-organizational (environmental) factors. Individual factors often include job expectations, physiological contracts and personal characteristics (gender, marital status, seniority, position, education, race, and social culture).

Teacher commitment is recognized by Srisrankulwong (2005) as an intrinsic quality of a good teacher. It reflects job satisfaction, morale, motivation, identity and professional meaning. Committed teachers will work devotedly for the values and school goals, as well as, engage in promoting the development and wellbeing of the students teachers are committed to both the organization and the profession in successful schools (Park, Henkin,& Egley, 2005).

According to C. Day (2000) teacher commitment is multidimensional. He/she can feel commitment to the organization, to the students, for his/her career continuance, for the professional knowledge base and/or towards the teaching profession. Commitment to the teaching becomes a reason of internal driving force for a good performance and commitment to the institution becomes stronger motivational force for admirable work. The level of employees' organizational commitment will possibly ensure that they are better suited to receiving both extrinsic rewards (which include remuneration and

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benefits) and psychological rewards (which include job satisfaction and associations with fellow employees) related to associations. Organizational commitment is generally assumed to reduce abandonment behaviors, which include tardiness and turnover. A lot of studies have demonstrated that fully committed employees' lead to organizational success and thriving in today's' dynamic organizational context(yocel: 2012)

The literature suggests that individuals become committed to organizations for a variety of reasons, including an affective attachment to the values of the organization, arealization of the costs involved with leaving the organization, and a sense of obligation to the organization (Meyer & Allen, 1997). Research recommends that organizational commitment also leads to lower degrees of both absence and turnover and actually, it is a good sign of turnover then job satisfaction (Robbins & Coulter, 2005:375). The organizational commitment is partially the effect of intrinsic personal characteristics and partially the consequence of how peoples understand the institution and their instant job function (Daneshfard & Ekvaniyan, 2012)

The three-component model of commitment developed by (Meyer and Allen 1997) arguably dominates organizational commitment research (Meyer *et al*., 2002).they discuss organizational commitment as emotional, continuity and normative responses.

Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in a particular organization. Workers stay with an establishment because he needs to. The employee develops with the organization primarily via positive work experiences. Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization. Normative commitment refers to the employee's feelings of obligation to stay with the organization (Lawrence and Lawrence, 2009).

 The analysis of relationship between job satisfaction and organizational commitment is particularly crucial nowadays, because there is a tendency for people not to work in the same organization or job throughout the lifetime. Sometimes it is hard to position people at suitable posts. So once an ideal candidate is chosen, organizations will be willing to go to great lengths to retain the candidates. Job satisfaction can be proven to lead to

organizational commitment, as the employer is likely to hire the one with a higher level of commitment to the job (Delaney, 2002).

Several studies have reported a relationship between job satisfaction and organizational commitment (Ayeni and Phopoola 2007) have found a strong relationship between job satisfaction and organizational commitment. According to them Job satisfaction is mostly determine how well the organization meets employees expectations..

In general, if education is a priority for national development, then maintaining the quality of the education must be the priority of government; and attempts to improve quality of education will never succeed if teachers' job satisfaction and commitment is ignored. Thus, the study of relationship between these variables i.e. job satisfaction and commitment unarguable becomes a topic of prime importance and great interest for study and further research among public primary school teachers of Bonga Town.

1.2 Statement of the Problem

In many educational contexts, teachers increasingly leave the profession after a few years in service. In addition studies worldwide have found that teachers are exposed to the highest level of job related stress and that they are less satisfied with their jobs than any other professional group. Research into teacher satisfaction has a great effect and value because job dissatisfaction causes little commitment and productivity, reduced ability to meet student needs, certain degrees of psychological disorders and high levels of stress related disability (Karavas, E. 2010).There is evidence indicating that most teachers in most school systems are not satisfied with their jobs, moreover, there is high turnover condition among the teachers. This may be a result of low pay, promotion, supervision, nature of work, fringe benefit etc.(Dinham and Scott's 1998) study of teachers who resigned from the teaching profession indicated teachers' dissatisfaction centers on school systems and relate to school structure or administration policies.

The issue of teacher's job satisfaction and commitment has been one of pressing educational issues in Ethiopia. The inequality in salary between teachers and non-teachers with similar qualifications, and the negative relationship between inadequate salary or career structure and job satisfaction has been confirmed by empirical data

Locally, Akiliu (1967),MOE(1986)and Ayalew (1991)have also identified low or inequitable salary and inadequate chances for career advancement as critical matters in teacher job dissatisfaction. More recently Getachew (1999) and Manna and Tesfay (2000) have reached similar conclusions.

Job satisfaction studies in Ethiopia have been carried out in recent years, Fenot (2005) and Gedefaws's (2012) conducted such studies in Addis Ababa .They showed that teachers' job satisfaction is most closely related to those aspects that are intrinsic to the task of teaching namely, teacher efficacy and development. Especially, Gedefaws's (2012) study included 300secondary school teachers and 10 interview participants in Addis Abeba. The results indicated that the teachers were significantly dissatisfied with their work. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors. Other causes of dissatisfaction were related to poor fringe benefits and opportunists for promotion the management style of the principals, the lack of decision-making opportunities for teachers, lack of opportunity to develop personality, and the poor relationships teachers had with principals and parents.

 Fenot (2005, p. 78) noted that nearly two-thirds of teachers (64.7%) have tentative or definite plans to leave the profession. Fifty percent of these indicated that they will continue teaching until they get another job and 14.2% stated they definitely plan to leave teaching. Less than 23.3% intend to remain in the profession until retirement, out of 278 primary teachers in Addis Ababa, Ethiopia. Why do teachers leave their jobs? Finding the factors that influence attrition is complicated because the phenomenon has multiple aspects in economic, social, political personal, and school arenas.

Owing to these, the country's education sector is known to have the highest movement of teachers between schools and in their actual leaving of the profession. The attrition rate of teachers especially in public schools and in remote areas is also very critical.

Undoubtedly the magnitude of the problem in public primary schools in Kaffa Zone of SNNPR Bonga town is indifferent, if not worse. The need for the research also emanates from my empirical evidence in that I have been witnessing many of the above challenges

in my 17 years of service as primary school teacher and present worker of the sector in the study area. There is movement of teachers from school to other schools. At the same time some teachers abandoning the teaching profession and joined other professions. Teachers, among other workers failed to earn a living wage to provide for their basic needs. Literature revealed that lack of job satisfaction, resulted in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners and early exits from the teaching profession. With regard to this problem, this study was designed to examine the relationship between teacher's job satisfaction and organizational commitment among primary school of Bonga Town.

1.3. The Rresearch Questions

1. What are the levels of primary school teachers' job satisfaction and organizational commitment?

2. What is the nature of relationship between teachers' job satisfaction and organizational commitment?
3. What demographic variables affect teachers' job satisfaction and organizational commitment?

1.4. Objectives of the study

1.4.1. General objective

The general objective of the study was to examine the job satisfaction and organizational commitment levels of primary school teachers of Bonga town and discuss the relationship between these two variables.

1.4.2. Specific objectives objectives

1. To determine level of job satisfaction of teachers and organizational commitment.
2. To find out relationship between job satisfaction and organizational commitment of teachers.
3. To find out how demographic variables affect teachers job satisfaction and Organizational commitment of teachers.

1.5 Significance of the Study

One of the greatest challenges organization face today is how to manage turnover of workforce that may cause by the migration of a lot of highly qualified people. Teachers workforce that may caused by the migration of a lot of highly qualified people. Teachers who experience satisfaction in the different facets of their work environment, for example, their work itself, their colleagues and supervisors, their compensation and promotion will satisfied and may feel committed to the school. On the other hand Teachers who are committed will show a strong acceptance of the school's values, tasks, and working manner. Teachers who firmly believe in these values are likely to manifest them in the performance. They keep these values in mind when they are in teaching profession. They will be good examples for their students.

According to Latham (1998, 83), "job satisfaction can do far more than help retain teachers; it can improve their teaching." This implies that satisfied teachers can contribute significantly to the improvement students" academic performance and school effectiveness at large.

Robbins (1998) concluded that remarkable evidence exists concerning the significance of job satisfaction. A satisfied workforce leads to higher productivity because of fewer disruptions such as absenteeism, departure of good employees, and incidents of destructive behavior.

Job satisfaction & organizational commitment, have gained much popularity and importance because of their essential role in generating various and several desirable positive organizational outcomes. Positively affects employee working performance and organizational commitment, and negatively influences employee turnover.

Primary teachers are expected to be satisfied and committed to their teaching profession. However, it is not unusual to hear that the present day teachers are not committed and satisfied. When teachers are truly not satisfied and committed to their work it is an indication of dissatisfaction with the job. These may influence students result.

Therefore the significance why we are interested in studying whether job satisfaction would lead to organizational commitment is because this may increase teaching learning process by Establishing a link between job satisfaction and organizational commitment With an improvement in teaching learning, schools will operate better and students have higher performance, thus, educational leader should examine teacher's level of satisfaction, which can indicate whether there is commitment from their teachers.

The relationship between job satisfaction and organizational commitment is particularly crucial nowadays, as people often do not work at the same organization or job throughout their lifetime. Therefore if teachers are satisfied they will be committed all teachers, educational leaders, policy makers, the community, parents, students in the education sector will be beneficiary. In conclusion the study will help to examine the area to which primary teachers are satisfied and to what level they are committed as well.

The Researcher hopes that this study will help the management of the school to have the opportunity to be more aware about teachers' job satisfaction and teachers' commitment towards the school. This is important to retain the valuable and minimize the turnover. In order to face the decreasing in economy, the employers should more alert and concern more towards satisfaction of employee. Lastly the researcher hopes that this knowledge would further contribute to the body of knowledge and be a useful source of information including for future research regarding this subject matter.

1.6. Scope of the Study

The study is delimited to Bonga town primary schools to investigate the levels of teachers' job satisfaction and organizational commitment, the relationship between job satisfaction and organizational commitment. Further, this study is attempts to determine whether certain demographic variables such as gender, marital status, and educational level affect job satisfaction and organizational commitment. The sample respondents comprise primary school teachers who are working on target school. This study again focuses on job satisfaction and models of organizational commitment such as affective commitment, continuance commitment and normative commitment.

1.7. Limitation of the Study

This study was conducted in primary schools of Bonga town. Therefore the study is subject to limitation in terms of sample size and the area covered, thus the findings may not be generalized to other primary school teachers in the state of southern nation nationality and people's state.

The other limitation of the study was that the study only assessed the views of teachers on issues of Teacher job satisfaction and organizational commitment. The views of school principals, stakeholders--were not determined. Thus Studies of similar nature using bigger number of respondents in various public and government primary school teachers may provide further insight into how to manage and perhaps reduce this growing concern of voluntary turnover among primary school teachers and their organizational commitment

1.8 Operational Terms

Teacher job satisfaction "refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (Zembylas, M. and Papanastasiou, E.2004).

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 (Meyer, J.P and Allen, N.J.1997)

Organizational Commitment : is defined as a process in which employees internalize the values of the organization, keep on staying at the organization to get the results of their investments on the organization and they think that staying at the organization is a moral and ethical responsibility (Allen & Meyer, 1990).

Affective Organizational Commitment: Affective commitment is defined as "positive feelings of identification with, attachment to and involvement in the work of the organization" (Meyer and Allen, 1984 p. 389).

Continuance Organization Commitment: is "the extents to which employees feel commitment to their organizations when they consider the costs of leaving the organization" (Meyer and Allen, 1984, p. 289).

Normative Organization Commitment: A feeling of obligation to continue employment (Allen & Meyer, 1990).

1.9 Organization of the Study

The research report has five chapters. The first chapter provides an introduction to the study by providing the background and statement of the problem, objective statement, research questions, significance, scope of the study, limitations, and definitions of operational terms are all discussed to provide a greater understanding of the subject matter and the study. The second chapter contains a literature review exploring teacher job satisfaction and organizational commitment to gain better understanding about the issue. The third Chapter concentrates on the research design and methodology ,specifically which includes research design, sources of data, the study site and population of the study, sampling techniques and procedures, instruments of data collection, pilot test, data collection and analysis procedure, and ethical considerations. The fourth Chapter deals presentation, analyses, interpretation of the data and conclusions. Finally, the fifth chapter presents the conclusions and gives recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This literature review is a critical component in the research process as it is an opportunity to explore what has and has not been investigated in the field of the study. Therefore this chapter covers review of related literature on Concept of teacher Job Satisfaction, Facet of job satisfaction, Demographics and TJS, Factors related to Job satisfaction, Factors of teachers Job Satisfaction, Concept of Organizational Commitment,, Models of organizational commitment, Factors related to organizational commitment, Demographics and OC, The Relationship between Job satisfaction and organizational commitment.

2.2. The concept of teacher Job satisfaction

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. Zembylas and Papanastasiou (2006) argue that there is no conventional definition of the concept of job satisfaction although many scholars have studied it for a long time. According to Kosteas (2009) Job satisfaction is a widely researched and complex phenomenon remained a remarkable area of discussion in the field of management, psychology and especially in organizational behavior and human resource management, for a long period. Many economists have paid attention and inclination towards this subject in recent years it follows that there are numerous definitions of the concept. Similarly, Spector (1997) and Kreitner and Kinicki (2006) defined job satisfaction a global construct or as a constellation of different dimensions to which the employee reacts affectively. The term job satisfaction by Armstrong (2006) Refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Ivancevich & Matteson 2002; similarly Spector 1997) defined Job satisfaction as an individual's total feeling about their job and the attitudes they have towards various aspects or facets of their job, as well as an attitude

and perception that could consequently influence the degree of fit between the individual and the organization.

Job satisfaction is concerned with how well an employee's expectations at work are in tune with outcomes (Khan, 2006). More accurately, it is an agreeable emotional state resulting from the assessment, emotional feedback and attitudes towards one's job (Wikipedia, 2009).

Job satisfaction is also known as job attitudes, morale, and organizational climate. No matter the term used, job satisfaction describes a pleasurable or positive emotional state resulting from the appraisal of one‟s job or job experiences (Locke, 1976). The importance of job satisfaction from work is to gain happiness and indirectly can improve job productivity (Herzberg et al., 1959).

Teacher job satisfaction is vital area of study since several studies have found that work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher. This in turn has an impact on teachers' job performance (Andrew and Whitney, 1974)

Job satisfaction refers to the fulfillment a teacher derives from day-to-day activities in his/her job. A teacher who has high job satisfaction is perceived to have a high level of commitment to his/her work (Judge, Thoresen, & Patton, 2001). Au and Ho (2006:172), with regard to teacher job satisfaction in particular, viewed teacher 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.

The concept of teacher job satisfaction to simply refer to the teachers‟ attitudes, perceptions and feelings that they have towards their job. Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension (Organ and Bateman, 1991). Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler, 1973). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job For Norton and Kelly (1997), factors responsible for job

dissatisfaction among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks. However, a teacher who is happy or satisfied with his/her job generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. According to Umme (1999), a significant relationship was found between teacher's attitude towards teaching and job satisfaction. When teachers have job satisfaction, they tend to teach well. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension additionally teachers who find their work environment supporting and nurturing have self-perceptions of competence, worth, ownership, and satisfaction with their school and find it difficult to leave a responsive workplace Wu & Short, (1996).

According to Latham (1998, 83), "job satisfaction can do far more than help retain teachers; it can improve their teaching." This implies that satisfied teachers can contribute significantly to the improvement student's academic performance and school effectiveness at large. To Shann (2001, 67), "teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness." In other words, job satisfaction contributes to improvement of teaching, students" learning and teacher retention this implies that teacher job satisfaction is an important phenomenon for primary school teachers, their employers and students at large. Job satisfaction holds great import for teacher retention and is a pivotal link in the chain of school reform. Collegial support and interaction appear to influence teacher job satisfaction and retention among teachers. Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves. According to Zembylas and Papanastasiou (2004) job satisfaction refers to the relationships between teachers and their teaching. Moreover, further research suggested a strong relationship between different aspects of school environment and teacher's job satisfaction.

Teacher job satisfaction According to Sargent & Hannum (2005) is linked with work performance, teachers' involvement, commitment, and motivation on the job. Low job satisfaction is the reason for losing qualified teachers in schools. Schools are losing qualified teachers because of low job satisfaction Grose (2006) a lot of teachers continue to work even with obstacles that are confronted routinely. Public school teachers contend with challenging work conditions such as highly diverse student population, lack of respect from the public, deteriorating facilities, inadequate equipment and supplies, large classes, changing expectations from administration and parents, and low wages (Marston, Courtney, & Brunetti, 2006).

Job satisfaction has been a significant issue in empirical educational research (De Nobile and McCormick, 2008; Dinham &Scott, 2000;Singh & Billingsley,1996;Spector, 1997) Heller et al. (1993) argue that "schools must pay more attention to improve teacher's job satisfaction" (p. 75). It is disappointing to find out that, although some educators do enjoy teaching, a high proportion of teachers who are not satisfied with their job do in fact still exist. Zigarelli (1996), in an attempt to search for the underlying characteristics that lead to effective schools, has suggested the need to investigate the following factors: Selection of qualified teachers, teacher morale, teacher satisfaction and school culture, as well as principal autonomy.

Teacher attrition rates are a continuing concern for public education as recruiting, hiring and retaining good teachers continues to be a difficult challenge. Salaries of the certificated staff form the single largest expenditure of any school district. Common sense would indicate that school districts do something to protect their investments (Darling-Hammond, 2000 ;).

Latham (1998) and Mertler (2002) suggested increasing teacher job satisfaction as one of the best ways to strengthen the teaching profession. This would encourage the best and brightest prospects to enter the field of teaching and increase the retention of experienced teachers. Educators need a better understanding of the difficulties teachers face in deriving satisfaction from teaching and how teachers' levels of overall satisfaction influence the quality of instruction in schools (Houchins, Shippen &Cattret, 2004;

Protheroe, Lewis & Paik, 2002; Quaglia & Marion, 1991). The challenge is to identify the factors that schools can control leading to teacher career satisfaction.

Latham (1998) posed that teacher satisfaction can be influenced through school policy and that it is essential to determine the components of the working environment that lead to teacher satisfaction. ''An understanding of differences between satisfied and dissatisfied teachers' perceptions of their professional lives is critical to developing an understanding of the complex problems surrounding the recruitment and retention of teachers" (Quaglia & Marion, 1991: p.208). Teacher satisfaction has been shown to be higher in schools in which teachers work together to learn and solve problems. "The sense of being a part of a professional community is both a powerful motivator and a significant source of job satisfaction" (Protheroe, Lewis & Paik, 2002: p,46).

In Job Satisfaction Related to Teachers Studies Frederick Herzberg (1959) proposed that job factors be classified into two categories, motivators and hygiene. Herzberg found the determinants of job dissatisfaction to be company policy, administrative policies, supervision, salary, interpersonal relations, working conditions, and other extrinsic job factors. (Lester 1987) found many factors will affect work job satisfaction such as "advancement, autonomy, colleagues, creativity, pay, recognition, responsibility, school policies, security, supervision, work itself, and work conditions" (p. 225). Mullins (1999) defined job satisfaction as a complex concept and found that the level of job satisfaction is affected by a wide range of individual, social, cultural, organizational, and environmental variables.

2.3. Facets of Job satisfaction

Satisfaction is the degree to which employees have a positive orientation towards employment by the organization. Dissatisfied employees will of course have a negative effective orientation towards the institution. Various dimensions or facets, of satisfaction are commonly dissatisfied. Work, supervision, pay, promotion, and co-workers are widely used (McClelland, 1996). It is apparently from the literature review on job satisfaction above and indeed from the accumulated literature in this area that job satisfaction is now regarded as a multinational phenomenon. It comprises a complex set of variable which

operate to determine a worker's" attitude towards his job. Shann (2001) found that teachers derived their job satisfaction from the relationship they had with their pupils and thus this factor was ranked higher than the rest of the job facets. The other factor that was also important according to her is job security. Furthermore According to (Woods and Weasmer 2002), workers job satisfaction is derived from collegial relationship that they enjoy at their place of work. It is very important for teachers to have time to share experiences. Teachers" motivation and job satisfactions are associated with "intrinsic and extrinsic rewards". Intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement, while the extrinsic ones include pay and job security (Latham, 1998). This implies that in studying employees" job satisfaction one has to incorporate these aspects.

As commented to Zembylas and Papanastasiou (2006, 235) who studied the sources of job satisfaction and dissatisfaction in Cyprus, it is claimed that teachers derive satisfaction from such aspect as: "working with children and seeing them grow and achieve, making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth". They also found that pay, working time and vacation influence job satisfaction although they were not of great significance. Robbins and Judge (2008) assert that employees derive their job satisfaction from such facet as: the job itself, salary, possibilities to advance themselves, supervision, and relationship with their workmates. They argue that of all these job facets the enjoyment with the job itself indicated the greatest correlation to high job satisfaction levels on the overall. The teachers derive their satisfaction from such factors as: "salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job recognition, and so on" as Ubom & Joshua, 2004;.
According to (Spector, 1997), job satisfaction can be measured using the nine facets approach. In other words, the survey instrument has to include nine job satisfaction facets or factors and those facets include: "pay, promotion, supervision, operating conditions, co-workers, nature of work and communication." The author provides further descriptions of such facets.

Nine facet of job satisfaction, with descriptions

Facet	Description
Pay	Satisfaction with pay and pay raises
Promotion	Satisfaction with promotion opportunities
Supervision	Satisfaction with person's immediate supervision
Fringe benefits	Satisfaction with monetary and non-monetary fringe benefits
Contingent rewards	Satisfaction with appreciation, recognition and rewards for good work
Operating procedures	Satisfaction with operating policies and procedures
Co-workers	Satisfaction with co-workers
Nature of work	Satisfaction with type of work done
Communication	Satisfaction with communication within the organization

Source: Spector (1997)

2.3.1 Pay: Pay is the prime reason of satisfaction for almost any type of worker in any type of organization. Pay is defined as "the amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization. It is associated with global satisfaction and even more closely with the facet of pay satisfaction. Although money is important to individuals, research has shown that Job satisfaction and organizational commitment of employee's individuals who earn more are not necessarily more satisfied in their jobs (Spector2008).Money not only helps personnel attain their basic needs but also instrumental in providing upper-level needs satisfaction (Luthans,1992).

2.3.2. **Promotion Possibilities**: Promotion possibilities involve the availability of advancement. It is beneficial to teachers because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus workers now have higher purchasing power, are given opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs. (Demaki 2012) stressing on the benefits of promotion to workers reiterated that it is positively related to job satisfaction because pay and promotion have social prestige which is tied up with occupational level. Continuing, he

stated that the more they are increased, the more they (that is pay and promoted), have the capacity to fulfill an increasing number of needs. Supporting Eze (2004) stated that staff promotion helps to boost the morale of teachers and motivates them to work thereby increasing productivity and efficiency and also enhancing job satisfaction.

2.3.3. Supervision : The behavior of the supervisor plays an important role with regard to employees' reactions to a problematic event Supervision is the knowledge as well as art to influence workers toward accomplishing target of organization an immediate supervisor's behavior is also a determinant of job satisfaction (Spector 1997). Employee satisfaction increases when the immediate supervisor is understanding, friendly, offers praise for good performance, listens to employees' opinions and shows personal interest in them (Robbins 1993). The behavior of the supervisor plays an important role with regard to employees' reactions to a problematic event. It was showed that the employees who perceived their supervisor as more approachable and responsive were more likely to voice their concerns.

2.3.4 Nature of work: The nature of work satisfaction is defined as the employees' satisfaction with the type of work they do (Spector 1997).Employees prefer work that is mentally challenging in that it provides them with opportunities to use their skills and abilities and offers a variety of tasks, freedom and feedback on how well they are doing (Robbins 1993). Work plays essential roles in people life. Therefore, work should be according to choice of workers as well as catching and contributive to job satisfaction. People choose that type of job, which provides them chance to show their competence, use their technical skills, freedom at work, offer a variety of tasks and responsibilities and give feedback about performance.

2.3.5 Communication: The formation of specific goals, feedback on progress towards these goals, and reinforcement of desired behavior all stimulate motivation and require communication. The fewer distortions, ambiguities and incongruities that occur in communication within organizations, the more employees will feel with regard to their work (Robbins 1993).

2.3.6 Fringe benefits: Spector (1997) divides fringe benefits into monetary and non-monetary benefits. Increasing intrinsic and extrinsic fringe benefits that attract an employee's attention may subsequently increase their performance and induce higher levels of organizational commitment (Suliman & Iles 2000).

2.3.7. Contingent rewards: According to Spector (1997), examples of contingent rewards are appreciation, recognition and rewards for good work. Employee dissatisfaction may result if an employee perceives that their efforts are not recognized or that their rewards are not equitable tied to their performance or tailored to their needs (Robbins 1993). Contingent rewards support the reinforcement theory of motivation, in terms of which performance-relevant behaviors will increase in frequency if rewarded (Spector 2008).

2.3.8. Operating conditions: Perceptions of fairness are important determinants of people's behavior and reactions to work (Spector 2008). According to Martins and Coetzee (2007), employee motivation and organizational culture are affected by how an employee's needs and objectives are integrated with the needs and objectives of the organization, work–life balance practices and physical work environment.

2.3.9 Co-workers; Coworker is the determinant of employee satisfaction. This determines how an employee achieves job tasks with the help of colleagues or with coworker behavior i.e. friendly, supportive work fulfils an individual's social factor need.

2.4. Factors affecting Teachers Job Satisfaction

Job satisfaction in the work environment is derived by the attitudes and perceptions of teachers. It is measured in many different ways in the national surveys, and there is no consensus about the standard way to measure job satisfaction (European Foundation for the Improvement of Living and Working Conditions, 2007). Research on the topic of job satisfaction has been conducted in the past 76 years, for example Hoppock"s study in 1935. There are many factors that influenced job satisfaction. In terms of teacher job satisfaction, much research has been conducted to examine the factors that relate to teacher job satisfaction.

According to American National Center for Education Statistics (1997, p. 56). Two sets of factors appear to affect teachers' ability to perform effectively these are: Work context factors referred to the teaching environment and Work content factors referred to teaching.

Work Context Factors: Referred to the teaching environment factors operating. At the school level and at the system level these are factors extrinsic to the teacher. They include working conditions such as class size, discipline conditions, and accessibility to teaching materials; the grade of the supervision; and basic psychological needs such as money, status and security. When present, these factors prevent dissatisfaction. But these factors may not have a long motivational effect or result in improved teaching. A survey conducted by the National Center for Education Statistics found that teacher compensation, including salary, benefits, and supplemental income, showed little relation to long-term satisfaction with teaching as a career.

Factors operating at the school level: include largely school based factors such as school leadership, school climate and participation in decision making, support from leadership and peers, school infrastructure, the school's relation using its local community, workload, staff supervision, class size, school communication networks Dinham, S. and Scott, C. (1998). These are factors *extrinsic* to the task of teaching but can become powerful dissatisfies when absent or problematic. According to some studies such as Morgan, M., Kitching, K. and O'Leary, M. (2007) Dinham, S. and Scott, C. (1998) Papanastasiou, E.C. and Zembylas, M. (2005) and Woods, A.M. and Weasmer, J. (2004), the significance of a school culture with strong support networks that promotes collaboration, communication, collegiality has been identified by many studies as a central determinant of teacher job satisfaction.

Factors operating at the System Level include those coming from the wider social context, the state government and the system. They are factors which are extrinsic to the job itself and include imposed educational change, increased expectations on schools to cope with and solve social problems, community's opinion of teachers, the image of teachers portrayed in the media, level of support by the system to implement curricular

changes, support services to teachers, promotion prospects, status of teachers, conditions of service, salary Karavas, E. (2010). Based on Zembylas, M. and Papanastasiou, E. (2004) , Teachers Generally regard job dissatisfaction as mainly originating from work overload, poor pay and perceptions of how teachers are regarded by society. To Karavas, E. (2010), these extrinsic, systemically based factors have been found as powerful dissatisfies which detract from or prevent from the core business of teaching and which can meaningfully affect teachers' motivation and their wish to stay in teaching.

Work Content Factors: are intrinsic to the job itself (Intrinsic to Teaching) .They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority. Three major areas that connect with teachers' job satisfaction: *Feedback* may be the factor most strongly linked to job satisfaction, yet teachers typically receive almost no accurate and helpful feedback regarding their teaching. *Autonomy* is freedom to produce collegial relationships to perform tasks. *Collegiality* is experiencing challenging and stimulating work, creating school improvement plans, and leading curriculum development **.**Based on some studies such as Evans, L. (2001),Dinham, S. and Scott, C. (1998)*,* Kyriacou, C. and Coulthard, M. (2000), it is concluded that the key factors found to subscribe to teacher job satisfaction relate with the specific work of teaching, that is, dealing with children, developing warm personal relationships with children, the intellectual challenge of teaching, autonomy and independence and having opportunities to experience new ideas. Teachers, no matter of sex, teaching experience, position held and location and kind of school, have been found to acquire their greatest satisfaction and experience a great sense of success through dealing with and for young people and by enabling young people to understand their potential, experience success and grow into responsible adults. Teachers universally have already been found to value student enthusiasm and responsiveness as an important factor of their own enthusiasm while listing students' low motivation as a discourager. Quite simply, in the same way dealing with students and affecting their lives is probably the most central and powerful Supply of satisfaction for teachers, dealing with difficult and demotivated students could have negative consequences for teacher satisfaction and could be the origin of emotionally exhausting and discouraging experience.

Principal Leadership

Surveys on job satisfaction from the 1920s onward illustrated the importance of leadership. They uniformly reported that employees" favorable attitudes toward their leaders contributed to employees" satisfaction (Bass, 2007). As we know, when employees are really satisfied towards their leaders/supervisors, it really affects the organization where it can increase productivity, decrease absenteeism, and promote smoother working relationships (Herzberg et al., 1959).

As a leader in school, the principal is the main factor in determining the quality of education in a school. In this respect, the principal always communicates and cooperates with teachers to increase school performance. No matter the leadership style principal"s practice, it can affect teachers" job satisfaction. Whether you are managing a team at work, captaining your sport"s team, or leading a major company, your leadership style is crucial to your success (Goleman, Boyatzis, & McKee, 2002). Democracy style encourages employees to be a part of decision making. However, the leaders maintain the final decision-making authority. This is normally used when the leader has a part in decision making and employees also have a say. A leader is not expected to know everything; that is why the leader employs knowledgeable and skillful employees. Since leadership behaviors of principals are one of the factors positively affecting job satisfaction (Miears, 2004), the effect of different leadership style on job satisfaction has been researched. Much research has been done to determine the relationship between principal leadership style and teachers" job satisfaction.

School Climate/Environment

Workplace condition plays an important role to make employees happy to work for and with their colleagues. When employees are dissatisfied at work, they are less committed and will look for other opportunities (Taylor & Tashokkari, 1995). In Brown and Wynn"s study (2009), the results showed that school climate was one of the factors that make new teachers feel happy in their school and make a decision to remain at their respective school. If the opportunities are unavailable, they may emotionally or mentally „withdraw" from the organization (Lok & Crawford, 2003).Talking about teachers, a conducive environment encourages teachers to put extra effort in getting their job done,

working more safely, and contributing directly to organizational growth (Kim & Loadman, 1994).

Student/Class

The studies of the relationship of class size on teacher job satisfaction are strong and consistent. The earliest study of the relationship of class size and teacher job satisfaction was in 1925, by Smith and Glass (1979) in their meta-analysis study that class size affects the quality of classroom environment The study ran from 1969 to 1978. The year of publication of the study was included to check whether the class size is a different factor in different era of research. However, the result showed that it does not matter which era, the smaller class sizes affected teacher job satisfaction. They found that in smaller class size, students have more opportunities or chances to adapt themselves in the learning process in the classroom. The situation made them a more conducive learning environment. Students were also more directly and personally involved in the learning process. The smaller class size was less distractive. In this case, it made teachers happy when they entered the classroom to teach. Besides that, differing class sizes may affect the workload, morale, perception, and satisfaction of teachers, thus producing differences in teaching performance. Lee et al. (1991) also found that the smaller class size affected teacher job satisfaction

Professional Development Courses

Teachers need to understand the person, the spirit, of every child and find a way to nurture that spirit. And they need the skills to construct and manage classroom routine efficiently, communicate well, use technology, and reflect on their practice to learn from and to continue to improve it (Darling-Hammond, 2006, p.300).

The statement above shows that the schooling system in terms of teacher"s role really impacts student learning in the classroom. Although the schooling system can have a great students based on knowledge and teaching skills they learned during their initial teacher training. But within a relatively short time the unforeseen physical and emotional aspects of teaching begin to take their toll (Jackson, 1968). They become increasingly pessimistic about their impact on students and more cynical about the effectiveness of the educational process (Harris & Associates, 1992). It may be that society and surrounding factors expect too much from the new teachers.

Personal Characteristics

According to the report of the European Foundation for the Improvement of Living and Working Conditions (2007), personal characteristics such as level of education, gender, age, marital status, and number of children strongly influenced their job satisfaction level. For example, the data from the report shows that gender does play an important role in job satisfaction. In Austria, Finland, the Netherlands, Sweden, and the U.K. survey in job satisfaction revealed that women are more satisfied than men with their job. The gender issue related to job satisfaction is not a new issue. In Chapman and Lowther"s study (1982) and Koustelios"s study (2001), the results from their studies indicated women have greater satisfaction with their profession than men. These findings were similar to the study of Herzberg et al. (1959). Chapman and Lowther (1982) also found the abilities to speak effectively and persuade others to accept one's ideas were positively related to job satisfaction.

2.5 .Consequences of Job Satisfaction

Numerous authors have highlighted that job satisfaction impacts on employee productivity, Turnover, absenteeism, physical and psychological health (Luthans, 2005)

a) Productivity: According to Luthans (2005), although a relationship between job satisfaction and productivity exists, the relationship between these variables is not strong. The author maintains that the most satisfied employee will not necessarily be the most productive employee. At an individual level the evidence is often inconsistent in terms of the relationship between satisfaction and productivity, but at an organizational level a strong relationship exists between satisfaction and productivity (Robbins et al., 2003).

b) Physical and psychological health: Spector (1997) states that individuals who dislike their jobs could experience negative health effects that are either psychological or physical. On the other hand, Luthans (2002) mentions that employees with high levels of job satisfaction tend to experience better mental and physical health.

c) Turnover: Job satisfaction has effect on to determine staying in or leaving the organization. If personnel are dissatisfied with their work, they are likely to leave from the organization. If personnel believe that they are treated fairly and getting rewards they

are unlikely to leave the organization. Greenberg and Baron (1995) contend that employees lacking job satisfaction often tend to withdraw from situations and environments as a means of dealing with their dissatisfaction.

d) Absenteeism: Failure to report to work absenteeism appears to be associated with job dissatisfaction." According to Luthans (2005), various studies conducted on the relationship between satisfaction and absenteeism indicates an inverse relationship between the two variables. Thus, when satisfaction is high, absenteeism tends to be low.

2.6. Demographics and Teachers Job Satisfaction

Almost all management researchers have identified 'personnel attributes' as the catalyst, which change the employees views about pay, work, promotion, coworker, supervision, and work environment. Personnel attributes also change employees attitudes in terms of employees output, participation, and commitment, on one hand, and on the other hand the degrees of absenteeism and intention to leave. The demographic factors also extensively contribute to increased awareness of job satisfaction. The different personnel attributes like experience, income, age, marital status and education drastically influence employee's job satisfaction.

Research regarding the relationship between demographic variables such as gender, age, level of education and teaching experience, and job satisfaction deliver mixed and sometimes conflicting results. The level of job satisfaction perceived by different school teachers working in a similar working environment is often different. This may be accounted for by one of the many factors associated with job satisfaction, namely the demographic factors. These demographic characteristics have been found to influence the level of job satisfaction of teachers. Thus, in most job satisfaction studies it is common practice to include demographic/personal characteristics as some of the factors that influence the relationship between the work environment and job satisfaction. These are used as moderator variables. However, neither the level of their influence nor the direction of the relationship is clear. This shows that, though job satisfaction is influenced by personal characteristics, the literature is far from conclusive about the nature of the relationship (De Nobile & McCormick, 2008:136).

2.6.1   Teachers' job satisfaction and gender

The relationship between gender and job satisfaction has been investigated extensively As far as teachers are concerned, research has revealed contradictory evidences on the relationship between gender and job satisfaction. Several studies have reported that female teachers have higher job satisfaction than male teachers (Ma & MacMillan, 1999; Michaelowa 2002; Spear, Gould, & Lee, 2000 Crossman & Harris, 2006). Waton et. al. (1991) found that female teachers reported greater job satisfaction than their male peers; In contrast, Bishay (1996) and Mwamwenda (1997) found that female teachers were less satisfied with their jobs than male teachers. However, some other studies (Gosnell 2000; Sargent & Hannum, 2003) found no relationship between gender and teachers' job satisfaction.

2.6.2 Teachers' job satisfaction and length of service

Similar contradictory evidences exist regarding the relationship between job satisfaction and length of service. Bishay's (1996) study showed that length of service correlated positively with teachers' job satisfaction. However, Gosnell (2000) reported a negative relationship between length of service and teachers' job satisfaction.). A study done by Crossman and Harris (2006) on the job satisfaction of secondary school teachers in England indicated a curvilinear type of relationship between length of service (teaching experience) and the teachers' job satisfaction. A different relationship was found in other studies. Akiri and Ogborugbo (2009:54) indicated that teaching experience and job satisfaction are negatively related - an increase in teaching experience was followed by a decrease in job satisfaction. They found that the most experienced teachers are the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influence the teachers' career satisfaction.

2.6.3 Teachers' job satisfaction and academic attainments

Equally found to influence teachers' job satisfaction are academic attainments. Dabo (1998), Gosnell (2000), Michaelowa (2002) and Sargent and Hannum (2003) found a significant negative relationship between teachers' academic attainments and teachers' job satisfaction. Results of these studies have indicated that better qualified teachers tended to be less satisfied than less qualified teachers, and thus more likely to leave

teaching (Darling-Hammond, 1984; Schlechty & Vance, 1983). Contrary to these studies Akiri and Ogborugbo (2009) found a negative relationship between educational level and job satisfaction. They concluded that the most educated teachers are the least satisfied because of the gap that existed between the teachers' expectations and the realities of professional work. Thus, the resultant dissatisfaction leads to the reduced satisfaction of the higher educated teachers. However, contrary to the findings of Akhtar and Ali (2009:59) found that the level of education was inversely related to job satisfaction Teachers with a lower level of education were significantly more satisfied than those with a higher level of education. The possible reasons for this, according to Akhtar and Ali, were that highly qualified teachers lacked the possibility of growth, advancement and other school level-related factors.

2.6.4 Teachers' job satisfaction and age

There have been many investigations into the relationship between age and different forms of job satisfaction. Significant variations across age are commonly found with older employees tending to report higher satisfaction than younger ones (e.g. Doering et al., 1983; Glenn et al., 1977; Warr, 1992). Age is one of the factors affecting job satisfaction. Different studies conducted show that older workers are more satisfied. The relationship between age and job satisfaction establish the existence of significant relationships. However, the exact relationship between age and job satisfaction remains uncertain (Spector, 1997). Age can have a significant relationship with job satisfaction. Older workers appear to have greater satisfaction with their job than younger workers. Crossman and Harris (2006) identified significant differences in job satisfaction between age groups but the levels fluctuated from highest among teachers aged 22-30, lowest among 31-40 age group and higher again for the 41-50 age groups. Mertler (2002) reported similar fluctuations. Kalleberg (1983) suggests that job satisfaction increases until age 40 then levels off, and then increases again when employees reach their late 50s. Ma and MacMillan (1999) found that older teachers were less satisfied than their younger and less experienced colleagues.   In contrast it is argued that the higher the teacher's age, the higher the level of job satisfaction and the lower the teacher's age, the lower the job satisfaction level (Greenberg & Baron, 1995).

2.6 .5 Teachers job satisfaction and marital status

The research on job satisfaction that was conducted among primary and secondary school teachers in Greece revealed that there were no significant differences in levels of teachers" job satisfaction with regard to marital status (Koustelios, 2001). However Goodlad (1984) reported that married women tended to be more satisfied than unmarried women and men.

2.7. The concept of Organizational commitment

Organizational commitment is defined as a process in which employees internalize the values of the organization, keep on staying at the organization to get the results of their investments on the organization and they think that staying at the organization is a moral and ethical responsibility (Allen & Meyer, 1990). According to Park and Rainey (2007) organizational commitment means the bound between organization and the employee. Bogler and Somech (2004) note that the employees engaged in the organization want to have active roles in the organization. They want to have an impact on the programs, procedures or strategies of the organization.

According to the definition of Hunt & Morgan, (1994) organizational commitment, as an employee' strong belief in and acceptance of an organization's goal and values, effort on behalf of the organization to reach these goals objectives and strong desire to maintain membership in the organization.   Meyer & Herscovitch (2001, p. 301) defined commitment it is a force that binds an individual to a course of action that is of relevance to a particular target".

Organizational commitment is regarded as an important feature of educational institutions (Brown and Sargeant, 2007). From the perspective of teachers, organizational commitment is the commitment to the school. This commitment includes a psychological contract which consists of open and latent pledges between teachers and the school. This contract shows the level of physiological relationship between teachers and the school. As a societal value, commitment reduces opportunism. Organizational commitment is important in terms of the establishment of long-term and lucrative relationships between teachers and their schools (Erdem, 2010). It was found that the teachers who work in

schools that are less successful and much more unsatisfied than the teachers, working in successful schools (Shann, 1998; quoted in: Balay, 2004: 4).

There are several factors affecting organizational commitment, however, it is possible to classify these as individual, organizational and non-organizational (environmental) factors. Individual factors often include job expectations, physiological contracts and personal characteristics (gender, marital status, seniority, position, education, race, and social culture). Organizational factors consist of quality of work and its significance, type of administration and leadership, organizational culture, organizational justice, level of income, organizational climate, organizational assistance, organizational trust, human resources management and its applications, supervision, rewards, role ambiguity and role conflict. Professionalism, opportunities of new occupation, unemployment rate and the socio-economic conditions of the county can be counted as non-organizational factors. The outputs of organizational commitment are performance, absenteeism, stress, labor turnover rate, tardiness and intentions for release.

Organizational commitment is the extent to which a worker recognizes with the organization and desires to carry on. It is a degree of the worker's willingness to continue with the organization in the future. It reflects the employee's belief in the mission and targets of employer establishment and his/her willingness to expend attempt in their achievement with intent to carry on working there (Singh & Pandey, 2004:98). A large variety of explanation and measures of organizational commitment exist; a strong wants to remain the part of a specific organization; a willingness to exert high levels of efforts on behalf of the organization; and belief in and acceptability of the values and goals of the organization (Tella et al., 2007).

It is the psychological state that binds the individual to the organization. Antecedents of organizational commitment are quite diverse in nature and origin (Bashir & Ramay, 2008). The organizational commitment is determined by a number of individual and organizational variables including age, tenure in the organization and character such as positive and negative, affectivity or internal and external control ascription, job design, values and the leadership style of one's supervisor (Singh & Pandey, 2004:98).

Effects of organizational commitment on outcome vary across vocation stages. This is particularly true for the association between organizational commitment and turnover. Procedural fairness, information sharing, and work life policy practice must be considered as balancing means to attain lower turnover rates. Professional remain in organizations where work is exciting and demanding, possibility for progress are high and if they feel logically well paid then there is require to shift from control oriented to commitment oriented job practices and to line up policies to these high allegiance work practices (Malik et. al., 2010).

Thus, organizational commitment is a situation in which a worker recognizes with a specific organization and its goals, and desires to continue attachment in the organization (Al-Aameri, 2000). Worker's commitment is the psychological possession one has for his/her job in the work environment. These concepts often interrelate with each other where worker motivation influences job satisfaction or employee's commitment while job satisfaction may persuade motivation or employee's commitment (Gliem & Gliem, 2001). It is the level to which a worker recognizes with a specific organization and its targets and desires to retain relationship in the institution. Research recommends that organizational commitment also leads to lower degrees of both absence and turnover and actually, it is a good sign of turnover then job satisfaction (Robbins & Coulter, 2005:375). The organizational commitment is partially the effect of intrinsic personal characteristics and partially the consequence of how peoples understand the institution and their instant job function (Daneshfard & Ekvaniyan, 2012).

2.7.1 Model of organizational commitment

Organizational commitment could be defined as an employee' strong belief in and acceptance of an organization's goals and values, effort on behalf of the organization to reach these goals and objectives and strong desire to maintain membership in the organization (Hunt and Morgan, 1994:1568). In other words, organizational commitment points to the attitudes of employees concerning commitment towards the organizations they work for (Moorhead and Griffin, 1995:64-65; Northcraft and Neale, 1990: 465). According to Luthans (1992:124), organizational commitment is directly related to the desire to maintain membership in the organization, the willingness of employees to exert

considerable effort on behalf of the organization and a strong belief in and acceptance of an organization's goals and values.

Meyer and his colleagues (Allen & Meyer, 1990; Meyer & Allen, 1991; 1997; Meyer & Herscovitch, 2001) came up with a three-component model of organizational commitment which incorporates affective, continuance and normative as the three dimensions of organizational commitment.

2.7.1 .1. Affective Commitment

Affective commitment Refers to employees' emotional attachment, identification and involvement in the organization. It is defined as an employee's positive feeling which comes about due to the contented state of affair he or she is experiencing as a member of the organization or occupation and feeling good about what it stands for (Meyer & Allen, 1984). Hence, an employee who is affectively committed to the organization or occupation identifies with it, is involved in it and enjoys membership in that particular organization or occupation. Moreover, individuals stay with the organization or occupation because they want to (Irving, Coleman & Cooper, 1997).

Affective commitment refers to feelings of belonging and sense of attachment to the organization and it has been related to personal characteristics, organizational structures, and work experiences, for example; pay, supervision, role clarity and skill variety (Hartmann, 2000). In this case, an individual strongly identifies with the goals of the organization and desires to remain a part of the organization. This is the ideal 'happy' state for an individual. Allen and Meyer (1990) argue that individuals will develop emotional attachment to an organization when they identify with the goals of the organization and are willing to assist the organization in achieving these goals. They further explain that identification with an organization happens when the employee's own values are in harmony with organizational values and the employee is able to internalize the values and goals of the organization. Mowday Steers and Porter (1979) also described affective organizational commitment as an active relationship with the organization such that individuals are willing to give something of them in order to contribute to the organization's well-being. From the above descriptions a psychological identification and

pride of association with the organization is evident. Employees with a strong affective commitment continue to be a member of the organization because they want to do so.

2.7.1.2 Continuance commitment

Continuance commitment develops out of the perceived cost (benefit against loss), and requires that the employee should be aware of these benefits and loses (Meyer & Allen, 1991)". Continuance commitment is a readiness of a worker to be a part of an organization. Because of individual investment in the form of nontransferable investments such as close working associations with colleagues, funds after retirement, career savings and learned job expertise. They are unique to a specific organization, years of working in a specific organization, taking part in the community in which the owner is positioned, and other aids that make it too expensive for one to quit and look for service somewhere else(Meyer & Allen, 1991; Adekola, 2012). It is recognized that the continuing commitment is linked with the factors of age, tenure of office, promotion chances; satisfaction earned from the payment extracted, and wish to leave the organization, business cycle, and marital status. (Altinoz et al, 2012, Allen and Meyer 1990) describe continuance commitment as a form of psychological attachment to an employing organization that reflects the employees' participation as the loss that would otherwise be suffered if they were to leave the organization. Allen and Meyer (1990) explain that continuance commitment involved awareness on the employee's part of the costs associated with leaving the organization. This then forms the individual's primary link to the organization and the decision to remain with the organization is an effort to retain the benefits accrued.

According to Meyer and Allen (1997) continuance commitment is characterized as "the cost associated with leaving the organization". In broad spectrum continuance commitment is an investment of the employee to an organization originally defined by Allen and Meyer (1984, p. 373) that person "invested (e.g. time, effort, money) that would be lost to be deemed worthless at some perceived cost to the individual if he or she were to leave the organization. Such investments might include contributions to non-vested pension plans, development of organization specific skills or status, use of organizational benefits such as reduced mortgage rates and so on. The perceived cost of

leaving may be exacerbated by a perceived lack of alternatives to replace or make up for the foregone investments" (Buitendach & Witte, 2005).

2.7.1.3 Normative commitment

Normative commitment model reflects an employee's feeling of obligation to remain with the organization, i.e. persons with a strong sense of normative commitment remain in organizations because they feel they ought to do so (Sarmad, 2007; Ayeni, et al. 2007, Omar, et al. 2007). It is defined as attachments of employees to their respective organizations or occupations that develop as a result of beliefs that are internalized through socialization processes, such as familiar and cultural that occurs both before and after entry into such organizations or occupations (Meyer & Allan, 1997). This is where an employee displays behavior exclusively because he or she believes it is the right and normal thing to do (Allen & Meyer, 1990). This commitment leads to stay within the organization longer time, satisfaction with work and perform efficiently (Aamodt, 2007)"Normative commitment may also progress, when an organization offers the worker with "payment in advance" (e.g., paying college expenses), or incurs important cost in giving employment (i.e., costs connected to job training) (Meyer & Allen, 1991). Normative commitment can be termed as an ethical responsibility beyond an emotional commitment in a positive sense. According to that, it is concluded that job satisfaction is effective on all directions of commitment, but it is even more significant for normative commitment (Altinoz et al, 2012). In summary According to (Meyer and Allen 1997, p.11): individuals who have strong affective commitment remain in the organization because they feel they want to, some with a stronger normative commitment remain because they ought to and those with strong continuance commitment remain because they need to.

2.8 Demographics and organizational commitment

Demographic factors such as Age, Gender, Educational level, marital status, Length of Service (tenure) have been associated with organizational commitment. (Meyer and Allen 1991) admits the relationship between the demographics like gender and age etc. to commitment, however, clarify the same as weak and inconsistent.(Mathieu and Zajac 1990) also favor that notwithstanding different form of demographics, they are

insignificantly associated with the OC. Based on the above arguments Evidences also exist where a weak relation has been described among demographic variables and commitment.

2.8.1 Organizational Commitment and Age

Research has revealed that age is positively related to organizational commitment". Recently the individuals in the high age group possess more organizational commitment as compared to fresh entries. Moreover, this phenomenon is also supported by the monetary benefits like pay, pension, funds, allowances (Nawaz & Kundi, 2010).

2.8.2 Organizational Commitment and Gender

One of the most popular demographic variables in commitment studies is gender. Difference of opinion exists at the point of different group of gender and their association with commitment. Some researchers state that men are more committed to the organization (Savery and Syme, 1996; Singh et al., 2004) than women. Contrary to these results, (Singh et al. 2004), (Marchiori and Henkin 2004) and Dixon et al. 2005) have found that women have higher levels of organizational commitment. Others do not find gender differences (Powell, 2000, cited in Singh et al., 2004).

2.8.3 Organizational Commitment and Marital Status

Marital status has emerged as a reliable predictor of organizational commitment. Married people are more loyal to their organization than unmarried. Married people have more family obligations and require more stability and security regarding their jobs. Therefore, they are expected to be more committed to their current organization, they are working in, then their unmarried counterparts. Marital status plays a vital role in developing organizational commitment (Saifuddin & Nawaz, 2012) In the light of the findings and their details, it was concluded that marital status is positively associated to the organizational commitment (Ishfaq et al, 2010).

2.8.4. Organizational Commitment and Level of Education

This is another demographic factor that has been related to organizational commitment. (Steers 1977) found that level of education was negatively related to organizational commitment. He established when employees have higher levels of education. It becomes

more difficult for the organization to provide sufficient rewards (as perceived by the individual) to equalize the exchange. Hence more highly educated people who also tend to be more cosmopolitan) would be less committed to their organizations and perhaps more committed to a profession or trade. According to (D I Akintayo 2005) the highly literate respondents were found to be more committed to work than the lowly literate respondents. But in this analysis the educational level of the respondents does not influence the organizational commitment.

Increase in educational level correlates negatively with organizational commitment while those who do not plan to seek for further education become more committed. This is because highly educated employees instead become committed to their professions which increase their mobility (Dubin, Champux and Porter 1975).

2.8.5. Organizational Commitment and Length of Service

Sheldon (1971) found out that organizational commitment increases with the number of years spent in an organization. This is because length of service suggests the accumulation of organizational career. Similarly, it binds one to the organization, for example, in pension or profit-sharing plans. Similar findings had been obtained by (Grusky 1966). It is suggested that time invested in an organization becomes a valued resource in itself, while the privileges associated with length of service make it easier to derive additional organization rewards.

2.9. The Relationship between Job Satisfaction and Organizational Commitment

Job satisfaction has effect on to determine staying in or leaving the organization. If personnel are dissatisfied with their work they are likely to leave from the organization. If personnel believe that they are treated fairly and getting rewards they are unlikely to leave the organization. Job satisfaction and organizational commitment are regarded as separate constructs. Job satisfaction refers to an emotional state that reveals an affective reaction to the job and the work situation (Lock, 1976; Porter et al., 1974). On the other hand, organizational commitment places much more emphasis on a global reaction (emotional or non-emotional) to the whole organization (Lance, 1991; Porter et al., 1974). As a result, organizational commitment is less impacted by daily events, and it develops more stability over time than job satisfaction (Mowday, Steers, & Porter, 1979).

The relationship between job satisfaction and organizational commitment is very crucial now-a-days because people now often do not prefer to stay with the same organization for long. It has become hard for the organizations to exercise influence on the employees for retaining them. If employees exhibits different levels of job satisfaction and if this satisfaction leads to the organization commitment, obviously organizations would want to hire employees with the higher levels of organizational commitment. Employers normally expect that people with higher levels of job satisfaction will have higher levels of organizational commitment.

The reason why satisfaction will lead to the commitment is that a higher level of job satisfaction may lead to good work life and reduction in stress (Cote & Heslin, 2003).Similarly, if employees are highly satisfied with their work, coworkers, pay, and supervision and derive high level of overall job satisfaction with their jobs they are more likely to be committed to the organization than if they are not satisfied. (Aamodt 2007) Research results indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization..Committed and satisfied employees are normally high performers that contribute towards organizational productivity (Samad, 2007).

There are numerous investigations that have studied the relationship between organizational commitment and job satisfaction (Currivan, 1999). Some researchers argued that job satisfaction reflects immediate affective reactions to the job while commitment to the organization develops more slowly after the individual forms more comprehensive valuations of the employing organization, its values, and expectations and one's own future in it. Therefore, job satisfaction is seen as one of the determinants of organizational commitment (Mannheim et al., 1997). It is thus expected that highly satisfied workers will be more committed to the organization. According to (Meyer et al.2002), job satisfaction is a determinative of organizational commitment. The main difference between organizational commitment and job satisfaction is that while organizational commitment can be defined as the emotional responses which an employee has towards his organization; job satisfaction is the responses that an employee has towards any job. It is considered that these two variables are highly

interrelated. In other words, while an employee has positive feelings towards the organization, its values and objectives, it possible for him to be unsatisfied with the job he has in the organization. Regardless of the fact that there is relative consensus on the strong positive relationship between job satisfaction and organizational commitment, there is an ongoing argument regarding the causal order between these two variables. (Bateman and Strasser 1984) argued that organizational commitment is an antecedent of job satisfaction, meaning that, when employees have a strong commitment to their organization, it will increase employee job satisfaction.

Numerous studies have argued that job satisfaction will affect organizational commitment (Williams & Hazer, 1986). A third position considers the relationship as being reciprocal (Mathieu & Zajac, 1990; Meyer, Staneley, Herscovitch, & Topolnytsky, 2002). Whereas satisfaction is mainly concerned with the employee's attitude towards the job, and commitment is at the level of the organization, a strong relationship between job satisfaction and organizational commitment has been found over the years. Yet, there are always many employees who are satisfied with their job, but dislike, say, the highly bureaucratic organization they work for, may be dissatisfied with their current job but be very committed to the overall vision of the organization (Luthans, 2005). Past research has found a positive correlation between job satisfaction and organizational commitment (Mathieu& Zajac, 1990). A positive relationship was established between job satisfaction and organizational commitment whereby job satisfaction is a causal antecedent of commitment (Porter, Steers, Mowday, & Boulian 1974; Riordan & Griffeth 1995; Williams & Hazer 1986 as cited by Morrison 2004). Strong positive relationships have been observed between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction (Angle & Perry 1981; Hunt, Chonko & Wood 1985; Mowday, Porter & Dubin 1974). Furthermore (Dramstad 2004) found that the correlations between job satisfaction and organizational commitment are positive.(Ayeni and Phopoola 2007) have found a strong relationship between job satisfaction and organizational commitment. According to them Job satisfaction is mostly determine how well the organization meets employees expectations. And has effect on to determine staying in or leaving the organization. If personnel are dissatisfied with their

work they are likely to leave from the organization. If personnel believe that they are treated fairly and getting rewards they are unlikely to leave the organization.

Commitment is interrelated to satisfaction. (Becker et al. 1995, in Tella et al. 2007) defined organizational commitment in three dimensions; (1) a strong desire to remain as a member of a particular organization, (2) a willingness to exert high levels of efforts on behalf of the organization and (3) a defined belief in and acceptability of the values and goals of the organization. Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). In addition, the work attitudes of job satisfaction and organizational commitment are important in shaping employees' intentions to stay or leave. Both were predicted to have direct effects on turnover intent of correctional employees. Organizational commitment is the bond between the worker and the organization. Employees with high commitment are loyal to the organization, share its values, and identify with the goals of the organization (Mowday, Porter, & Steers, 1982).

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). It is the sense of obligation of the professional towards the profession to uphold the value (Maheshwari et al., 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 teacher's commitment to school. This includes the interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment (Celep, 2000).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes research design; sampling technique and procedure, instrument of data collection, data collection procedure and data analysis techniques.

3.2 Research Design

The research focuses on relationship between teachers' job satisfaction and organizational commitment. It examines the relationship between TJS and OC among primary school teachers of Bonga town. In this study the correlation design was employed. It was used to determine if two or more variables are associated with each other..

3.3 Sources of Data

Two sources of data primary and secondary data were utilized to seek information for the study. These are:-

3.3.1 Primary Data: In this study, primary data sources were employed to obtain reliable information about the teachers' job satisfaction and organizational commitment. The major sources of primary data were primary school teachers, questionnaire used as the research instrument for data collection and distributed to primary school teachers of Bonga town.

3.3.2 Secondary data: the secondary sources of data were website, Journals, articles, books annual reports, brochure etc which are relevant and able to support the literature review documents. These files that observed to strengthen the data obtained through questionnaire and interviews.

3.4. The Study Site and Population of the study

The study was conducted in Bonga town, SNNPR. In Bonga town, there are 6 primary schools namely 1).Bandira primary school, 2) Barta primary school,3) Kanteri primary school, 4) Millennium primary school, 5) Sheta primary school, and Ummiti primary school). The following table presents the list of schools and number of participants incorporated in the study.

3.5.1 Target population and sample size in each school

No	School	Male	Female	Total population	Target population
1	Sheta primary school	23	34	57	37
2	Barta primary school	22	26	48	32
3	Bandira primary school	27	33	60	39
4	Umiti primary school	11	5	16	10
5	Milinyem primary school	6	6	12	8
6	Kanteri primary school	5	5	10	6
	total	94	109	203	132

3.5 Sampling Techniques and procedures

Probability sampling techniques were used to obtain the research participants from the total population. Primarily the researcher has gathered the information from town administration education office town administration educational office and got the number of teachers. After identifying the number of teachers in each primary school stratified sampling technique was used to select the target population. Therefore from each school, respondents were selected by proportional sampling. The sub-units estimates have been weighted proportionately and added to give the final combined unit for the entire teachers sample size.

Scholars recommend that the participants in survey studies should not be less than 100 per each main sub-group and between 20 and 50 for the minor sub-group (Cohen, Manion & Morrison, 2000). Therefore the researcher used the sample size determination formula following Cohen's and his Colleagues suggestion of sample size determination

considering the total Population. The teacher population was stratified into males and females in each school on the basis of proportion.

The sample size for this study were consists of one hundred and thirty-two (132) academic members of staff (teaching staff only) from the six (6) Government primary school of Bonga Town (N=132). Formula determination

Ps =n/N x no of teachers in each school.

Ps = proportional allocation to size

n=total sample size (132).

N= total no of teachers in all school i.e.(203)

3.6 Instrument of Data Collection

After the researcher decided to use instruments that appropriately could answer the research questions, the study used questionnaire to get response from participants. As data collection tool, it was mandatory to check the reliability and validity of research instruments. Keeping in mind these critical points the researcher had administered questionnaire that have different categories. The questionnaire consists of three main parts and was divided into five sections to study the characteristics of the important variables in identifying the relationship between teachers' job satisfaction and organizational commitment among primary schools.

3.6.1 Demographical background

To gain general information about the respondents' demographical background was included. In the questionnaire whereby the respondents were asked to give information about their respective age, gender, marital status, educational levels, and teaching experience in their occupation.

3.6.2 Teacher Job Satisfaction questionnaire (TJSQ).

A number of questionnaires have developed, based on various theories and models to measure teachers' job satisfaction. Spector (1997:p.2) proposed that ''job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. For this study job satisfaction survey (JSS) developed by Spector (1997) was employed. The Questionnaire items related to various

facets of job satisfaction. This is consisted of a set of 36 items). 3 items were excluded /discarded 2 of them due to negatively constructed and 1 of them is due to similarity. Primary school Teachers responded to each item of the TJSQ on a four point Likert-type scale items ranged from (i.e. 1= Strongly Disagree, 2= Disagree, 3= Agree & 4= Strongly Agree). Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job satisfaction facets.

3.6.3 Organizational commitment questionnaire (OCQ).

Organizational commitment questionnaire contained the items, and was divided into 3 sections. The first section(A) seeks to measure items on teachers affective commitment, the second sections(B) seeks to measure items on Continuance commitment, the third section (C) seeks to measure items on Normative commitment of the respondents. Items were adapted from organizational commitment questionnaire (OCQ) Meyer and Allen (1990) the scale was rating in the form of a five Likert-type scale items ((i.e.1= Strongly Disagree, 2= Disagree, 3= neutral 4=Agree & 5=Strongly Agree).

3.7 Pilot test

In order to determine the internal consistency (alpha values) and to check the items difficulty, clarity and originality of item content reliability pilot study was done. Both the scales were administered to 20 primary school teachers for the purpose of pilot testing. The data acquired was analyzed and reliability coefficient Chronbach Alpha was calculated. The pilot study based on 20 returned question paper showed that teacher respondents were clear about the content of the questions and instructions. Pilot study result shows that Cronbach's alpha coefficients for both teacher's job satisfaction and organizational commitment scale value were 0.93,which shows acceptable.In Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability measures;

1. Reliability less than 0.6 considered poor.

2. Reliability in the range 0.7 is considered to be acceptable.

3. Reliability more than 0.8 are considered to be good .

3.8 Data Collection and analysis procedure

Questionnaires were distributed by the researcher during teacher's normal working hours at their schools. A total of 132 questionnaires were distributed out of which 118 responses were returned on time and utilized. Thus, analysis, interpretation and conclusion were based on the responses of 118 respondents.

The data gathered from the respondents were filled into SPSS version 20 and its analysis and interpretation were also conducted accordingly. To analyze the data that was received/collected, statistical analysis were employed. The presentation of demographic profile of respondents using Descriptive Statistic, Frequency, mean, standard deviations were used to describe the demographic data of the respondents. The correlation test (Pearson Correlation Coefficient analyses) was used to determine whether a relationship exists between teachers job satisfaction, organizational commitment. Furthermore, forms of organizational commitment, Age and Teaching experiences were also treated.

One-way ANOVA was utilized to determine whether there are significant differences among primary teachers with different schools. Finally for demographic information such as gender, marital status and educational level Independent T-test has been employed.

3.9 Ethical Considerations

While undertaking any research the researcher is expected to behave with honesty and integrity to successfully conducts the study, ethical issues were addressed during the process of collecting data. In this regard, permission to carry out the study in the selected organization was sought from respective town educational officers and school principals. The researcher explains the objectives and significance of the study to the respondent and all responses were treated as confidential; and the respondents as anonymous.

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

Results and Discussion

4.1 Overview

This chapter mainly presents analyses of data along with the result and discussion. However, review of data gathering and preliminary analyses preceded first. The result addresses three main issues; the relationship between teachers' job satisfaction and organizational commitment, levels of job satisfaction and organizational commitment among the teachers, and the effect of demographic variables on job satisfaction and organizational commitment.

4.2 Preliminary analysis

Response rate

A total of 132 participants were targeted as a population for the study. Of these, 118 (51 male & 67 Female) participants responded to the questionnaires while the remaining 14 failed to do so. Therefore, the response rate stands 89.39 % indicating good response rate. The following table illustrates population, sample size and actual participants based on the contribution of every school.

Table 1: population, sample size and response rate..

school	Total population	Target sample	Sample number				Target response rate%
			M	F	Total	rate%	
Bandira	60	39	15	21	36	30.5	97.30
Bareta	48	32	15	12	27	22.8	72.97
Kanteri	11	6	1	5	6	5.1	16.22
Milinye	12	8	2	6	8	6.8	21.62
Sheta	57	37	14	19	33	28	89.19
Ummiti	15	10	4	4	8	6.8	21.62
Total	203	132	51	67	118	100	89.39

Note: N=118

4.3 Demographic Information

Participants were asked to provide information on aspects like name of the school, sex, age, marital status, educational level and teaching experience. The data obtained grouped accordingly as illustrated in table 2 below.

Table 2: Demographic Characteristics of Respondents

no	Demographic variables		No. of Teachers	Percent
1	SEX	F	67	56.8
		M	51	43.2
		Total	118	100
2	Age	23-30	22	18.64
		31-40	45	38.14
		41-50	32	27.12
		51-60	19	16.10
		Total	118	100
3	Marital Status	Single	110	93.2
		Married	8	6.8
		Total	118	100
4	Educational Status	Diploma	16	13.6
		Degree	102	86.4
		Total	118	100
5	Teaching experience	2-10	16	13.56
		11-20	48	40.68
		21-30	37	31.36
		31-40	17	14.40
		Total	118	100

Table - 2 above presents the gender distribution of the selected sample. There are a larger number of female respondents (n=67), which is 56.8% of the sample. The male respondents (n=51) comprise 43.2 %) of the sample.

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The ages of respondents were as follows: 45(38.14%) of them were between 31 and 40. 32 (27.12 %) were between 41 and 50. 19(16.10%) were between 51 and 60 years. The age of respondents ranged between 23 to 58 years and the mean of the ages were 40.00 and Std. Dev=9.18, N=118.

The other demographic characteristics were their marital status. As it is displayed in above table the distribution of respondents (n=110 or 20%) were married. (n=8 or 6.80%) were single. The result show that majority of respondents were from married person.

Data regarding educational levels of respondents were categorized into Degree and Diploma. The majority of respondents earned a bachelors' degree (n=102 or 86.40%), while (n=16, or 13.60 %). earned Diploma.

It can be viewed from the table 1, in terms of length of service, majority of respondents (n =48 or 40.68 %), have worked/taught for 11 To 20 years, followed by (n=37 or 31.36%) for 21 to 30, 17 respondents (14.41%) for 31 to 40 years and the remaining smallest number of respondents 16 respondents (13.56 %) being working for 2 to 10 years of experience.

 The mean for total teaching experience is (M=20.00 and standard deviation 8.65 .N=118). Minimum total teaching experience is 2 years; maximum total teaching experience is 38 years

4.4 Levels Of Teachers Job Satisfaction And Organizational Commitment
DESCRIPTIVE RESULTS

The descriptive statistics in the arithmetic means and standard deviations were computed for Spector (1997), job satisfaction questionnaire and Meyer and Allen (1990) organizational commitment questionnaire. The descriptive results indicate the level of teacher's job satisfaction and their commitment toward organization which is their school. Mean and standard deviation scores are used as main tools to obtain the descriptive results. Since data gathering tools used the rating scales ranging from 1-4 for

job satisfaction and 1-5 for organizational commitment the mid-point could be used as benchmark to show the level of satisfaction and commitment among the teachers. The following table illustrates these in general terms and based on schools as well.

Table 3: level of *job satisfaction and organizational commitment of schools*

vir		Bandira	Bareta	Kanteri	Milinye	Sheta	Ummiti	Total
	Mean	2.48	2.74	3.50	2.44	2.87	2.81	2.72
TJS	*Std. Deviation*	0.38	0.47	0.25	0.31	0.43	0.37	0.47
	Mean	3.14	3.45	4.37	3.04	3.57	3.57	3.43
OC	*Std. Deviation*	0.61	0.69	0.55	0.37	0.75	0.47	0.71

Note: respondents scoring above 2.5 for job satisfaction and above 3 have been considered as highly satisfied and committed.

The level of Job satisfaction and organizational commitment among the sample of 118 primary teachers at Bonga Town is depicted in the table 3. The results indicate that the mean scores of job satisfaction were 2.72, with standard deviation of 0.47. The mean and standard deviation for organizational commitment were 3.43 and 0.71 respectively. This result shows that primary school teachers were found to be significantly higher degree of satisfaction and organizational commitment than their respective scale median (i.e. 2.5 for job satisfaction and 3 for organizational commitment).

Therefore from the result we may conclude that, these primary schools teachers agreed to most of job satisfaction and organizational commitment items. Majority of the respondents in the sample schools were satisfied and committed for their organization/school. They have positive high job satisfaction with different job facets/dimensions and have positive high organizational commitment.

Based on different school scores we find the maximum mean and lowest standard deviation scores for Kanteri primary school (Mean=3.50, SD=0.25), Bandira school on the other hand has the lowest mean score (Mean=2.48, SD=0.38). This result implies that among the primary schools, teachers in Kanteri school look more satisfied with their job

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compared to the other schools while those in Bandira School are found the least satisfied teachers.

As opposed to the job satisfaction, the results of mean and standard deviation scores for organizational commitment for each schools shows strong commitment with all schools having   mean score above 3 and standard deviation less than 1. But the maximum mean and standard deviation on organizational commitment was recorded in Kanteri school (Mean=4.37, SD=0.55), while the minimum was in millennium school (Mean=3.04, SD=0.37). These show that majority of the means of the sample schools were above the midpoint mean which is 3.00. This implies that majority of the respondents indicated that teachers in the sample schools had strong organizational commitment. Descriptive result provide answer for the first research question which enquires the level of job satisfaction and organizational commitment among the teachers.

Regarding components of organizational commitment; affective, continuance and normative the following table illustrates difference based on school.

Level of models of organizational commitment

Table 4: Mean Scores of the Respondents on the Components of Organizational Commitment (n=118).

		Bandira	Bareta	Kanteri	Milinyem	Sheta	Ummiti	Total
AC	Mean	3.2	3.43	4.49	3.14	3.56	4.31	3.51
	Std. Deviation	0.85	0.93	0.38	0.38	.756	0.72	0.86
CC	Mean	2.98	3.37	4.33	3.05	3.45	3.55	3.31
	Std. Deviation	0.75	0.79	0.73	0.50	0.83	0.80	0.82
NC	Mean	3.1	3.5	4.2	2.8	3.7	3.4	3.4
	Std. Deviation	0.87	0.68	0.63	0.70	0.91	0.64	0.85

Results in Table 4, revealed that the total AC level for the respondents was by far the highest with a mean of (3.51, SD=0.86), followed by continuance commitment (Mean 3.31, SD=0.82) and NC (Mean=3.4, SD=0.85) (Mean=3.4, SD=0.85).This means most primary school teachers had high affective, normative and continuous commitment since their respective scale median is 3.

The highest mean score of Affective commitment was in Kanteri primary school with the (Mean =4.49, SD=0.38). The least mean score was in millennium school with the (Mean=3.14, SD 0.38). This means most teachers of Kanteri School had high affective commitment meaning emotionally attached to the organization, *wants to stay* than millennium school.

From the agreement level of data, Continuances Commitment highest mean score was in Kanteri school (Mean=4.33, SD=0.73), and least mean score was in Bandira school (Mean=2.98, SD=0.75), this means most teachers of Kanteri School had high continuance commitment (Individuals commits to organization because he/she perceives high costs of loosing organizational membership, or *needs to stay*) than Bandira school.

From the result of comparison we can conclude the highest mean score of normative commitment was in Kanteri School (Mean=4.2, SD =0.63) and least mean score was in Millennium school (Mean=2.8, SD=0.70). This means that primary teachers in Kanteri School feel that they *ought to stay* in the organization than Millennium school.

4.5. The Relationship between Job Satisfaction and Organizational Commitment

In order to measure the relationship between teachers' job satisfaction and overall organizational commitment, the relationship between teachers job satisfaction and affective, continuance and normative organizational commitment, as well as the relationship between teachers job satisfaction and demographic variables such as age and teaching experience, Pearson's Correlation Coefficients was used. According to Shan (2002) correlation analysis shows the extent to which a variable is either positively or negatively correlated with another variable. A significant relationship is indicated by a p-value smaller than or equal to.05. Positive relationship indicates that as the values one

variable increase, the values of the other variable also increase and vice versa. However, for negative relationship, the opposite is true that is as the values of one variable increase, the values of the other variable decrease. Pearson Correlation was used to investigate the inter-relations amongst the variables. The correlation coefficients (denoted by r) range from 0 to +1.0 (Miller, 1991). The description on the magnitude of the relationship between dependent and independent variables was based on Guilford's interpretation as follows:

Less than 0.20 - Slight, almost negligible relationship

0.21- 0.40 - Low correlation; definite but small relationship

0.41- 0.70 - Moderate correlation; substantial relationship

0.71- 0.90 - High correlation; marked relationship

0.91- 1.0 - Very high correlation; very dependable relationship

But these may vary among authorities, According to Cohen (1988), Correlation test is to show the strength of the association between the variables involved. Inter-correlations coefficients *(r)* were calculated by the means of Pearson's Product Moment *r* raging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, *r* 0.30 to 0.49 may be regarded as indicating a moderate degree of correlation and *r* raging from 0.50 to 1.00 may be regarded as a high degree of correlation. Pearson Correlation was used to investigate the inter-relations amongst the variables. The demonstration of the table 5 can absolutely enables us to answer the question of the study (Q2). Therefore, to understand the extent and nature of relationship between the variables' & to answer the second basic research questions Pearson correlation was calculated.

2. THE CORRELATION COEFFICIENT RESULTS

Table 5: A Correlation Matrix Between Teachers job Satisfaction, Organizational Commitment, Forms of organizational commitment, Age and Teaching Experience. (N=118)

	TEACEXP	TJS	AC	CC	NC	OC
AGE--------	.898**	-.031	.031	.005	-.060	-.005
TEACEXP		-.043	.046	-.046	-.051	-.016
TJS			.692**	.550**	.567**	.727**
AC				.536**	.608**	.867**
CC					.495**	.814**
NC						.822**
OC						----

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

The Pearson product moment correlation analysis results in Table 5, revealed that statistically significant strong relationship between teacher job satisfaction and over all organizational commitment (r=0.727**,p<.01), The relationship is positive. Thus as teachers job satisfaction increases, their organizational commitment also increases similarly. Furthermore correlation are positive between teachers' job satisfaction and subscales of organizational commitment; affective commitment(r=.692**,p<.01), teacher job satisfaction and Continuous commitment(r=.550**, p<.01), teacher job satisfaction and Normative commitment (r=.567** , p<.01). But affective commitment is relatively more associated with job satisfaction compared to normative and continuance commitment.

However, teachers' job satisfaction was not statistically significantly related to demographic variables like teacher's age (r =-.031 and teachers teaching experience (r =-.043, p>.05; this shows us teachers age and teaching experience had no relationship with job satisfaction and organizational commitment, Similarly affective commitment, continuous commitment and normative commitment (r =.031. r=.060 , r=005, respectively) were also not significantly related with teacher' work experience and age .

Further the result had shown negative significant relationship with (affective commitment r(118)=.046, normative commitment (r=-.051 and continuous commitment (r=-.046, p>.05). From the above result we can conclude that age and experience were not an important factor in determining teachers' job satisfaction and organizational commitment.

4.6. The demographic influence on teachers' job satisfaction and organizational commitment.

Analysis of variance (one-way ANOVA)

To investigate whether significance difference exist among the mean score of the schools regarding demographic variables influence on teachers' job satisfaction and organizational commitment one way ANOVA was computed.

Table 6: TEACHERS JOB SATISFACTION BASED ON DIFFERNCE IN AGE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.953	34	.293	1.529	.061
Within Groups	15.886	83	.191		
Total	25.839	117			

Sig @0.05 level

As depicted in table 6, data on job satisfaction of teachers across age groups show that there was no significant difference between the different age group of teachers in terms of their satisfaction (F =1529; df=34,83 P> 0.05). Hence, a significance difference do not existed in between and within age groups.

Table 7: TEACHERS JOB SATISFACTION AND TEACHING EXPERAINCE.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.937	33	.210	.934	.575
Within Groups	18.901	84	.225		
Total	25.839	117			

As depicted in Table 7, the ANOVA result (F= .934; df= 33, 84; P> 0.05) tested at alpha 0.05 levels of significance revealed that the resulting difference among the respondents based on their teaching experience regarding their job satisfaction was not found to be statistically significant.

Table 8: TEACHERS JOB SATISFACTION AND SCHOOLS

			Sumof Squares	df	Mean Square	F	Sig.
TJS school	Between * Groups	(Combined)	7.163	5	1.433	8.591	.000
	Within Groups		18.676	112	.167		
	Total		25.839	117			

*Significant at .01

As far as respondents' teachers job satisfaction is concerned, as depicted in Table 8 above, the ANOVA result (F =8.591; df=5,112; P< 0.001) .This shows that the teachers in the six primary schools have different levels of job satisfaction.

Table 9: TEACHERS ORGANIATIONAL COMMITMENT AND SCHOOLS.

			Sum of Squares	df	Mean Square	F	Sig.
OC school	Between * Groups	(Combined)	11.198	5	2.240	5.271	.000
	Within Groups		47.582	112	.425		
	Total		58.780	117			

Regarding the respondents organizational commitment to their school is concerned, results of the ANOVA test in Table 9, revealed that the resulting difference among the school based on their commitment was found to be statistically significant with (F =5.271, df= 5,112 p<.01). This shows that the teachers in the six primary schools have different levels of organizational commitment.

Table 10*: GENDERS AND TEACHERS JOB SATISFACTION*

	F	Sig	Sex	Mean	SD	t	df	Sig.(2-tailed)
Equal variances assumed	.909	.342	F	2.80	.42844			
						2.841	116	.006
			M	2.58	.49076			

The statistical analysis in the above Table 10 shows T-test for the difference between male and female teachers' job satisfaction. The result shows that average score for female teachers and male teachers on job satisfaction scale was (Mean=2.80, SD=.42) and (Mean=2.58, SD=.49) respectively.

This average score was statistically significant with t (116) =2.789, p (.006) p<.05). This indicates that there was significant difference between male and female teachers on job satisfaction. That means female teachers have better job satisfaction than male teachers in these primary schools.

Table 11: MARITAL STATUS AND TEACHERS JOB SATISFACTION

	F	Sig	Marital status	Mean	SD	t	df	Sig.(2-tailed)
Equal variances assumed	5.891	.017	Married	2.7097	.45260			
						.690	116	.492
			Single	2.8288	.69745			

As shown in table 11, the average score on job satisfaction for married teachers was (Mean=2.70, SD=.45260) and for single teachers was (Mean=2.8288, SD=.784). The result shows statistically no significance difference t (116) =.690, p (.492) p>.05. This shows that there was no significance difference in job satisfaction among these teachers due to marital status.

Table 12 : EDUCATIONAL STATUS AND TEACHERS JOB SATISFACTION

	F	Sig.	Educational status	Mean	SD	t	df	Sig.(2-tailed)
Equal variances assumed	.471	.494	Degree	2.6550	51919	.573	116	.568
			Diploma	2.7276	.46376			

The Above table shows the perception of Degree and Diploma holder teacher on job satisfaction. As it is indicated, the average score for degree holders was (Mean=2.65, SD=.51919) and diploma holders was (Mean=2.72, SD=.46376). When we see the difference, there was no significance difference t (116) =.573, p (.568) p>.05). This shows that there was no significance difference in job satisfaction among these teachers due to the difference in educational levels.

Table 13: GENDER AND ORGANIATIONAL COMMITMENT

	F	Sig.	Gender	Mean	SD	t	df	Sig.(2-tailed)
Equal variances assumed	2.628	.108	F	3.5284	.63289	1.726	116	.087
			M	3.3029	.78577			

 Table 13 displays the mean, standard deviation and t-test of male and female teachers on over all organization commitment.

The average score for female teacher and male teachers on organizational commitment scale was (Mean=3.52, SD=.63) and (Mean= 3.30, SD=.78) and respectively. This average score was not statistically significant with t (116) =1.726, p (.087) p>.05. This indicates that there was no difference between male and female teachers on organizational commitment of these primary school teachers.

Table 14: MARITAL STATUS AND ORGANIATIONAL COMMITMENT

	F	Sig.	Marital Status	Mean	SD	t	df	Sig.(2-tailed)
Equal variances assumed	.902	.344	Married	3.4086	.68706	.1270	116	.206
			Single	3.7375	.96501			

Table 14 above indicates teachers' marital status difference in teachers 'organizational commitment. The average score for married and single teachers on organizational commitment scale was (Mean=3.40, SD=.68706) and (Mean=3.73, SD=.96501) respectively. This average score was not statistically significant with t (116) =1270, p (.206) p>.05). This indicates that there was no difference between married and single teachers of this primary school on organizational commitment.

Table 15: EDUCATIONAL LEVEL AND ORGANIATIONAL COMMITMENT

	F	Sig.	Educational level	Mean	SD	t	df	Sig. (2-tailed)
Equal variances assumed	.030	.863	Digree	3.2063	.76886	1.369	116	.174
			Diploma	3.4662	.69667			

Table: 15 above indicate mean, standard deviation and t-test of diploma and degree primary school teachers on over all organizational commitment. The average score for diploma and degree holder teachers on organizational commitment scale was (Mean=3.20, SD=.76) and (Mean=3.46, SD=.69) respectively. This average score was not statistically significant with t (116) =1.369, p (.160) p>.05). This indicates that there was no statistically significance difference between the educational levels of these primary schools on organizational commitment.

Table 16: Independent Sample t-test Results Comparing models of Organizational Commitments between Males and Females (n= 118)

Variables	Levene's Test for Equality of Variance					t-test for Equality of Means		
	F	Sig	sex	Mean	SD	t	df	Sig (2-tailed)
AC Equal V. assumed	3.924	.050	F	3.6504	.74854	-2.042	116	.043*
			M	3.3269	.96733			
CC Equal V. assumed	.005	.943	F	3.5284	.63289	-1.307	116	.194
			M	3.3029	.78577			
NC Equal V. assumed	13.133	.000	F	3.5367	.70465	-.933	116	.353
			M	3.3894	1.02236			

Note: AC, CC and NC denote Affective Commitment, Continuance Commitment and Normative Commitment, respectively.

As indicated in Table 4.11 above, an independent samples t-test was employed to test whether the difference that exists is significant or not. Accordingly, though females' mean scores in three of the organizational commitment dimensions (mean = 3.65, 3.52 and 3.53 for affective commitment, continuance commitment and normative commitment, respectively) were found to be a bit higher than their male counter parts, a t-test result at alpha 0.05 levels of significance confirms that it was only their mean difference on affective commitment (t = -2.042, degree of freedom (df)=116;p(.043) p< 0.05) that found to be statistically significant. This result thus favors females' affective commitment, suggesting that their mind-set towards their school due to emotional attachments to. On the other hand, the t-test mean difference results between males and females tested at alpha 0.05 levels of significance were not found to be statistically significant for both continuous and normative components of (i.e., t= -1.307, df = 116, p>0.05 and t = -.933, df = 116, p > 0.05) organizational commitment

Discussions

The first part of the discussion will focus on the findings on primary teachers' level of job satisfaction and organizational commitment, while the second part will focus on findings related to teachers' job satisfaction and their correlation with organizational commitment. The third part will focus on differences in teachers" job satisfaction in relation to demographic characteristics gender differences, marital status differences and educational level differences

1. What are the levels of primary school teachers' job satisfaction and organizational commitment?

The successes of the school as well as the performance of the students depend on satisfied and committed teachers of the school. When satisfaction and commitment have positive outcome the result contribute to students' performance and for the school. If their satisfaction level is negative outcome it influence their organizational commitment, these lack of satisfaction and lack of commitment will reflect negatively on the results of the students and the development of the society as a whole. Therefore improving the level of their satisfaction is decisive. Because increasing the level of job satisfaction will lead to high level of organizational commitment. For the school to be successful, its educational leaders should focus on increasing the teachers' job satisfaction level.

According to Latham (1998, 83), "job satisfaction can do far more than help retain teachers; it can improve their teaching." This implies that satisfied teachers can contribute significantly to the improvement student's academic performance and school effectiveness at large. On the issue Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.

According to Werner (2007) only satisfied employees seem more likely to display positive behavior that contributes to the overall functioning of the organization. In this regard, management in organizations must be more concerned with the extent to which their employees experience job satisfaction and are involved in their jobs.

From the purpose of the study one was to conduct an empirical investigation about teachers' level of job satisfaction and organizational commitment among primary school of Bonga Town. The analysis of levels of satisfaction and organizational commitment found that an overwhelming majority of teachers sampled had positive teacher job satisfaction and organizational commitment.

The levels of Job satisfaction among teachers in 6 primary schools were high (Mean=2.72). Similar results were obtained in the previous studies (for example; Demirtaş, 2010; Raza and Nawaz, 2011).in contrast Raj and Marry (2004) attempted a study on Pondicherry region and found that job satisfaction was not high. Abbasi (2003) conducted a comparative study of job satisfaction among primary school teachers in Iran and India. More than 50% of teachers have medium level of job satisfaction. A person with a high level of job satisfaction holds positive felling about his/her job, while an unsatisfied person holds negative feelings. Job satisfaction is measurable positive state resulting from ones job and job experience (locke, 1976)

As noted by Luthans (1995), high job satisfaction levels are associated with characteristics such as less individuals' complains and convenience to learn their new duties. Teachers' satisfaction levels directly reflect on classroom activities and consequently reflect on students. The schools, where teachers' job satisfaction levels are low, are expected to be less successful (Karslı, 2006: 205).

This finding gives credence to the study of Bryner, 2007; Fon, 2007; Wu & Wu, 2001; & Adetayo, 2008) which had earlier reported that teachers are generally satisfied with their job.

Therefore it is important to enhance primary teachers' job satisfaction levels high or at least to prevent them from reducing.

Similarly Organizational commitment levels of the participants were found above average/high (x=3.43). The literature is rich with similar studies that acquired similar or different results. Medium levels (for example; Kitapçıoğlu, 2000; Bayrak Kök, 2006; Mahmutoğlu, 2007; Kahveci, 2010; Çoban and Demirtaş, 2011; Güçlü and Zaman, 2011; Raza and Nawaz, 2011). Gaziel (2004) found that teachers, who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently.

Organizational commitment is expected to contribute in staff's performance with self devotion and to result in commitment to the organization, acceptance of the values and goals of the organization and internalization, integration and identification with the organization, unity and increase of desires towards continuing the organizational membership .School administrators and teachers with strong organizational commitment will make more efforts for students in order to make them academically, socially and psychologically successful From the result of teachers job satisfaction and organizational level it is possible to state that majority of sampled teachers had positive teacher job satisfaction and organizational commitment. the teacher who are satisfied has committed himself/herself to the school exerts great efforts for his school, is proud of his school and willing to have responsibilities for the achievement of school. Therefore keeping the morale of primary school teachers is should be enhanced since Education is basic to the development of any country and the teacher it's focal point and shape the nation's destiny.

These finding suggest, therefore, that the greater the job satisfaction among teachers of Bonga town, the more committed they will be to the school. As the findings of the study show, teachers were satisfied and committed. . Scott (2004) stated that, employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity. Mass of teachers" were satisfied and committed in the study area.   For educational officers, the implication is that, to improve organizational commitment, they would need to improve job satisfaction.

It is obvious that high job satisfaction and organizational commitment will avoid turnover intention and actual turnover. In the issue there is evidence to prove that when teachers satisfied with their job they become committed to their job and hence their effectiveness in the work thus benefiting the student. Further their satisfaction reduces absenteeism, tardiness and early exits from the teaching profession among teachers. Therefore satisfaction in different facets (intrinsic to teaching, operating at school level and system level) will enhance teacher effectiveness and their commitment.

2. What is the nature of relationship between teachers' job satisfaction and organizational commitment?

The correlation analysis was made in order to determine whether there is significant relationship between job satisfaction and organizational commitment .the analysis show that's that there is appositive and strong relationship between these two variables.

Teachers' job satisfaction and organizational commitment is a matter of necessity because without a good understanding of the concept whatever intervention is done it is not possible to enhance job satisfaction and organizational commitment

This research has indicated a relationship between teachers' job satisfaction and organizational commitment. Both job satisfaction and teacher commitment to the organization will reduce the likely of teachers to leave the institution. It is clear that in the organizational Behavior literature job satisfaction and organizational commitment are the variables which have been researched the most. The reason why these subjects have been studied a lot because of their relationship with job performance, turnover intention, and actual turnover.

As mentioned above the study finding revealed a positive and significant relationship between job satisfaction and organizational commitment. (r=0.727**,p<.01), This finding is in line with Dramstad (2004) who found that the correlations between job satisfaction and organizational commitment, Sweeney & Quirin, (2009); Wu & Norman, (2006) There is strong association in relationship of job satisfaction and organizational commitment. furthermore The results confirm the conclusions of Ahmad and Bull (2005) that there is positive relationship between job satisfaction and organizational commitment. Appositive relationship between job satisfaction and organizational commitment has been consistently reported by studies (shine and Rayes in 1995, shann, 1998). This finding suggest that employees satisfaction and orientation towards the various facets of a specific job (such as pay on the present job, people on the present job, supervision on the present job, promotion on the present job, and the job itself) precedes and in fact influences their orientation towards the entire organization (organizational commitment). These findings seem natural and logical.

.Currivan (1999) analyzed the relationship between job satisfaction and organizational commitment by using four models. The first model states that job satisfaction is a predictor of organizational commitment. The second model states that organizational commitment is a predictor of job satisfaction. According to the third model there is mutual relationship between job satisfaction and organizational commitment, however the fourth model states that there is no significant relationship between two variables. Goodness of fit values of all models was found approximately same. The findings of Currivan (1999) verify with the findings of the current research.

Similarly, all data of correlation obtained from forms of organizational commitment shows correlation and this depicts substantial relationship. This shows that there is a direct relationship between all forms of organizational commitment in which as one increases all the other also increases. That means, as job satisfaction increases, affective organizational commitment, Continuous organizational commitment, and normative organizational commitment increases.

From the results we can conclude primary school of the study area teachers' Have high affective commitment i.e. because of emotional attachment to, identification with and involvement in organization. This indicated they are ready to work in the best interest of their schools/organization. The result supports Meyer and Allen (1991:67). Were willing to stay with their organization and committed because of their continuous commitment, a commitment based on the costs that employees associate with leaving the organization. This indicated the cost involves in leaving the organization is high and for these matter they were prefer to stay with their schools/organization. Have feel obligation to remain with their school because of their normative commitment. This indicated as employee feelings of obligation to remain with the organization.

The findings of this study seem to be in line with research conducted by Meyer et al. (1993), Spector (2008) that job satisfaction relates most strongly to affective commitment. which shows job satisfaction to be significantly positively related to affective and normative commitment, further The correlation of overall job satisfaction to affective commitment is supported by previous research (Shann, 2001; Sargent &Hannum, 2005; Grose:2006;).

On the issue of age distribution and teaching experience the same results were obtained. Crossman and Harris (2006) conducted as study among secondary schools teachers in the United Kingdom and they found that teachers job satisfaction did not differ significantly in relation to their age. Gosnell (2000) reported a negative relationship between length of service and teachers' job satisfaction).

The studies by Dabo (1998) and Michaelowa (2002) showed no relationship between length of service and teachers' job satisfaction. Arani (2003) carried out a comparative study of secondary school teachers' job satisfaction in relation to their value orientation and school organizational climate in Iran and India. Findings of this study revealed that there was no significant difference between male and female teachers in their job satisfaction. Age, length of teaching experience, subject of teaching and salary did not have influence the job satisfaction of the teachers in Iran and India.

3. The 3rd research question investigated whether teachers differed significantly in their job satisfaction and organizational commitment in relation to demographics characteristics' such as Gender, Marital status, Educational level. T-test was used to determine whether male teachers and female teachers differed, married and single teachers differed, diploma and degree holders differed significantly in their job satisfaction and organizational commitment.

The relationship between *gender and job satisfaction* has been investigated extensively, the results of many of the studies so far have been found inconsistent, contradictory and far from unanimous. Where some studies found women were more satisfied with their work, others indicated that the men were more contented (Crossman & Harris, 2006; Ma & McMillan, 1999). Demographic variables such as age, gender, marital status, educational level are worth investigating but they show inconsistent relationship with job satisfaction and organizational commitment. (Meyer and Allen 1991) investigated the relationship between the demographics variables like gender and age and organizational commitment. However clarify the same as weak and inconsistent.

Kim (2005) also further indicated that most important motive in women working life was worthwhile work achievement, whereas men reported that promotion, reputation and

prestige as public employees were most important. Thus, it seems reasonable to conclude that women employees place more emphasis on intrinsic rewards, whereas men employees value extrinsic rewards more highly. The reasons for the job satisfaction differences between men and women, according to Kim (2005), in agreement with Chiu (1998), are, namely the fact that women have lower expectations than men do, because women tend to compare their jobs with those of other women, whereas men compare their jobs to jobs/positions of other men. Moreover, women may be socialized not to express their discontent, and women and men value different characteristics in a job.

On the other hand Ivancevich and Donnelly (1968), in line with gender put that there is no significant differences between male and females. The results were congruent with the results of other study dedicated to the relationship between gender and job satisfaction.

Education levels in the organization produced similar results. Based on the results in this study, it revealed that personal variables seemed to have no linkage with the levels of job satisfaction and organizational commitment. Therefore from above result we can conclude teachers gender, marital status and level of education difference does not significantly influence the level of teachers' satisfaction and organizational commitment in primary schools of Bonga town. Akiri and Ogborugbo (2009) found a negative relationship between educational level and job satisfaction. They concluded that the most educated teachers are the least satisfied because of the gap that existed between the teachers' expectations and the realities of professional work. Thus, the resultant disenchantment leads to the reduced satisfaction of the higher educated teachers. However, contrary to the findings of Akiri and Ogborugbo (2009), and Hickson and Oshagbemi (1999), Akhtar and Ali (2009:59) found that the level of education was inversely related to job satisfaction. Teachers with a lower level of education were significantly more satisfied than those with a higher level of education. The possible reasons for this, according to Akhtar and Ali, were that highly qualified teachers lacked the possibility of growth, advancement and other school level-related factors. Findlay (2004:157), found that teachers with bachelor's degrees were less likely to be committed to remain in teaching than other teachers. In a study on teacher job satisfaction and factors that influence it, Bolin (2007:59) found significant correlations between

educational levels and self-fulfillment and collegial relationships -- teachers with higher educational levels had lower self-fulfillment and collegial relationships.

Tillman and Tillman (2008:9) found no significant relationship between the teachers' teaching experience and job satisfaction. He investigated the relationships between length of service, salary, supervision, and the teachers' job satisfaction in South Carolina, USA.

On organizational models Except for affective commitment there was no difference between male and female teachers on normative and continuous organizational commitment of these primary school teachers in the schools females have higher affective organizational commitment than male teachers.

Summary of Dissection

This chapter presented the research results. The results were discussed in terms of the stated research questions. They indicated that the primary school teachers had high job satisfaction and organizational commitment. Job satisfaction has a greater power to influence organizational commitment; therefore the results tell us that educational leader must pay more attention to promoting job satisfaction in order to ensure higher levels of organizational commitment.

The correlation coefficient between job satisfaction and organizational commitment was found to be significantly and highly positively correlated. These suggest that job satisfaction is an important factor its presence must be ensured in an organization.

This study results indicated that primary school teachers' job satisfaction and organizational commitment don't differ significantly in relation to Gender, Marital status and, Educational level. It is therefore appropriate to conclude that gender , Marital status and Educational level does not determine the level of job satisfaction and organizational commitment among selected primary schools.

In the following chapter the conclusions, recommendations, and limitations of the study will be discussed.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings.

The main objectives of this study were to examine the job satisfaction and organizational commitment levels of primary school teachers and to discuss the relationship between these two variables. In order to achieve these objectives, the study tried to answer the following questions:

1. What are the levels of primary school teachers' job satisfaction and organizational commitment?

2. What is the relationship exists between teachers' job satisfaction and organizational commitment?

3. What demographic variables affect teachers' job satisfaction and organizational commitment?

To answer this basic research questions 6 primary school were selected as study sites comprehensively. Primary school teachers of the town were incorporated to the study as sample population using probability sampling.

The data for the study were gathered through standard questionnaires were selected from established sources, job satisfaction survey Spector (1997), and organizational commitment, Meyer and Allen (1990). The questioners have 5 parts. The first part contains demographic information and the second part is on teachers' job satisfaction, the third part which contains 3 sections contains affective, continuance and normative commitment questionnaire from established sources.

After preparing the appropriate instruments that can measure research variables and enable the researcher to answer the research questions, they were tested .the pilot test was conducted on samples of 20 participants. The result of the pilot test for teacher's job

satisfaction and organizational commitment scale value were 0.93 and 0.93, respectively, which showed a high degree of reliability.

After pilot test questionnaires administered to 6 primary school teachers by proportional stratified sampling and simple random selection following Cohen's and his Colleagues suggestion of sample size determination considering the total Population 203.from distributed 132 questionnaires 118(89.39%) respondents give response the rest 14(10.61%) were unreturned. This response is highly acceptable as stated by Iarossi that in self approach administration of questionnaires or face to face approach, 80-85% return rate is good. Data generated from the instrument were analyzed using Statistical Package for Social Science (SPSS for Window 'V" 20 (SPSS, Inc). Statistical analysis was employed; demographic variables were analyzed using frequency& percent. Standard deviations and the means are calculated and interpreted. Pearson product moment correlation, test (independent sample test) and one way ANOVA was employed to answer the research questions.

On the basis of the analysis made on the data gathered through the above procedures, the major findings of the study are summarized as follows:

 The majority of respondents' were female teachers 67(56.8%) and males were 51(43.2%). This implies that female teachers had higher representation than male teachers. In terms of age the majority of respondents age belong to the 31-40 years age group 45 (38.14%) followed by 41-50 years age group 32 (27.12 %), followed by 23 to 30 years age group 22 (18.64 %), 51 to 60 years age group 19 (16.10%). In Marital status, that majority of respondents were from married 110 (93.20%) single (unmarried) respondent 8 (6.80%). On academic qualification a significant number of participants had Bachelors degree 86.4%, diploma level were 16, (13.60 %). On teaching experience years distribution of participants, it was found majority of the respondents 48 (40.68 %) have worked for more than 11 years, followed by 37 (31.36%) for 21 to 30 years, 17 (14.40%) for 31 to 40 years, the remaining smallest number of respondents 16 (13.56 %). had 2 to 10 years of experience on teaching.

The descriptive statistics in the form of arithmetic means and standard deviations were computed for Spector (1977) Job Satisfaction questionnaire, and Mowday et al. (1990) Organizational commitment Questionnaire. For the purposes of determining whether a statistically significant relationship exists between job satisfactions on the one hand, and organizational commitment on the other, the Pearson Product Moment Correlation Coefficient was used. It provides an index of the strength, magnitude and direction of the relationship between two variables at a time (Sekaran, 2003).finally, to see the significance difference among the mean score of the schools, teacher's job satisfaction and organizational commitment, independent sample test and one way ANOVAs was calculated:

The result of Means and Standard Deviations of primary school teachers job satisfaction (x=2.72, SD=0.47) and organizational commitment levels (x=3.43, SD=0.70) of the participants were high job satisfaction &organizational commitment among primary schools teachers of Bonga Town. Maximum TJS & OC were in Kanteri primary school (x=3.50, SD=0.25), (x=4.37, SD=0.55) respectively. On the other hand Minimum TJS &OC were in Milinyem primary school (x= 2.44, SD =0.31), (x=3.04, SD=0.37).

On the other hand, the result of models of organizational commitment shows affective commitment (x=3.Sd=0.86, continuance commitment (x=3.31, SD=0.82), normative commitment (x=3.4, SD=0.85) were also high.

The results of correlation analysis demonstrate high correlation & marked relationship between teachers job satisfaction and organizational commitment (r=.727).

All forms of organizational commitment, affective commitment(r=.692,), Continuance commitment(r=.550), and normative commitment(r=.567), show correlation, substantial relationship.

There were no relationship between Age (r= -.031) and Teacher Experience (r= -.043,) both are not significantly correlated with teachers' job satisfaction and organizational commitment. The difference in job satisfaction among teachers with age (sig 0.061).it was found that there was no significant difference in job satisfaction and organizational commitment among 6 primary school teachers age and teaching experience (sig 0.575).

There was statistically significance difference among the six school teachers on job satisfaction and organizational commitment (Sig.000) this shows that the teachers in the six primary schools have different levels of job satisfaction .And organizational commitment.

Independent samples T-test on TJS and OC was done the result show there were no significance difference identified in teachers' job satisfaction and organizational commitment among primary schools in terms of demographics, due to gender, marital status and educational level. However a significant difference was observed between TJS of male & females. Female's teachers satisfied than male teachers. There was gender difference in affective commitment. Females have affective commitment than males. This difference can be related to personnel characteristics, organizational structure and work experience. Accordingly measures on male teachers should be taken to have positive feeling, to remain a part of school.

5.2 Conclusions

This study investigated the relationship between, organizational commitment and job satisfaction of primary school teachers in Bonga Town. The study found that there is a significant relationship between, teachers' job satisfaction and organizational commitment. The teachers' job satisfaction and commitment is a matter of necessity, since it will help to reduce turnover. It is important to state that whatever form that teachers can be made to be satisfied and thus committed to their job, the ultimate target is to reduce lateness, absenteeism, tardiness and turnover among teachers. Thus, satisfaction will therefore enhance teacher effectiveness, which will definitely improve students' performance as well as their achievement.

Teachers' satisfaction level influences their organizational commitment to the school. Therefore Analyzing relationship between job satisfaction and organizational commitment is particularly crucial. School administrator would be most interested in knowing about the relationship between job satisfaction and organizational commitment, because it would become clear as to how important and worthy it would be to retain their most satisfied teachers. In turn, having this knowledge would motivate administrator to satisfy their teachers. This would ultimately benefit the school, as it is expected that these same teachers will be highly committed.

The selected demographic variables could not significantly explain the variations in Teachers job satisfaction and organizational commitment. No Significant difference was noted regarding job satisfaction and organizational commitment between primary school teachers of Bonga Town in terms of gender, marital status, and education level.

5.3 Recommendations

Based on the findings of this study, the following recommendations are advanced:

- Educational administrators should focus and give attention on teachers' personal values to the institutional values to make better teachers' commitment to the schools thereby to effective utilize teachers' resources such as their intellectual skills in the school. Hence, schools should create environments where teachers can optimize their potential and add value to the educational aims.

- Educational leaders, principals and parents should provide for primary teachers adequate instructional materials, increasing administrative support, give Promotion in their career on time without delay, give relevant opportunity for training. Furthermore following them in supervision, participating them indecision making, cordial relationship should be strengthen.

- If Moe needs a highly motivated, innovative, productive human resource, the importance of job satisfaction and organizational commitment should not be forgotten. Both teachers and educational leaders should try to generate a working condition that they will work in a happy, motivated and productive atmosphere to reach the certain goals. Furthermore, MOE and local governments should aware and provide to teachers appropriate facets of Job (pay, rewards, and promotion---) and should be enhanced.

- In the administration process gender and school environment have great role in affecting the level of job satisfaction and teachers commitment. Male teachers have less satisfaction than female teachers. So the organization and school administrators should ensure that, there is conductive working environment and should make some adjustments and favorable treatment of male teachers by creating fair and favorable environment in order to motivate and enhance their commitment and job satisfaction level.

- Since women teachers are more committed than males, planners and policy makers in the Ministry of Education, Zonal Education office and the school principals should realize the importance and value of increasing the female presence furthermore, incentives should be increased. This will further strengthen their commitments to the educational organizations/schools.

- Educational leaders need to closely supervise and establish systems to monitor and evaluate whether rules and regulations are being implemented fairly and transparently by the school principals.

5.4 Limitation and Suggestion for future research

- The result of this study show the participants overall level of satisfaction and organizational commitment but do not show each items of facet of work and organizational commitments items. Hence in order to understand each facets of work (pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of the work and communication should include for next research. moreover the results obtained from the research is specific to the sample that was selected for investigation and cannot be generalized with confidence to all schools teacher Kindergarten ,secondary and preparatory and private school in terms of teachers job satisfaction and organizational commitment. future studies on teacher job satisfaction should be conducted among teachers from all types of schools separately. this is because Job satisfaction and organizational commitment are not only an important topic to the primary school teachers but also to the Kindergarten, secondary School Teachers.

- The current study did not involve the directors of Schools (Principals). A similar study should be conducted among the School Principals at all levels of education from the district, regional to the national level.

- The study was conducted using the quantitative method only; the future studies on this topic should employ a multi-method that is quantitative, and qualitative methods. As well as efforts should be focus on obtaining larger and more representatives' samples from others primary school teachers.

With regard to the number of limitation this study has implication for future research should be seen as a step towards making a positive contribution to teacher job satisfaction and organizational studies. Future studies, therefore, continues & extends on issues of Teachers job satisfaction and issues of organizational commitment of other schools.

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APPENDICES

APPENDIX- 1

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by teachers

Dear respondents,

I am a student of Jimma University pursuing a Masters Degree in Educational leadership. I am carrying out research on the relationship between teachers' job satisfaction and organizational commitment among primary school of Bonga town. Thus, the main purpose of this questioner is only to collect relevant information for this research work. Therefore you are kindly requested to complete the questions to the best of your opinion. It will be treated as confidential and used for academic purposes only. Do not provide your name. The questioners have 3 parts

PART 1: Personal Information (Demographics)

PART 2: Teacher Job Satisfaction Questionnaire (TJSQ)

Part 3. Organizational Commitment Questionnaire (OCQ) Please complete the questions honestly. Answer all questions.

PART 1: Personal Information (Demographics)

1. Name of the school----------------------------

2. Sex (mark one √): Male [ ] Female [ ]

3. Age: …………..Years

4. Marital Status (mark one √): Married [ ] Single [ ]

5. Educational level: (mark one √):Diploma [ ] Bachelor's Degree [Master's Degree [ ]

6. Teaching experience: ……......Years.

PART 2: Teacher Job Satisfaction Questionnaire (TJSQ) Please, respond to all items given below by putting a mark (√) in the appropriate space provided under the Following scales: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree

No	Items	1	2	3	4
1	I feel happy with my present fringe benefits.				
2	I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract.				
3	Teaching is an interesting job to me.				
4	I feel satisfied with my professional ability for doing my job.				
5	I am happy with cooperation I receive from school management team				
6	I am satisfied with autonomy I have in making decisions about my daily tasks.				
7	The monthly salary is sufficient to meet all important expenses				
8	I am happy with the cooperation I receive from my workmates.				
9	I feel comfortable with my present level of responsibility in my job.				
10	I enjoy much freedom in my place of work.				
11	I feel satisfied with the recognition I have in the community.				
12	I am satisfied with opportunities for workshops organized within and outside the school				
13	I feel comfortable with my future incomes.				
14	I am comfortable with my future fringe benefits.				
15	I am satisfied with in-service training opportunities available for me as a teacher				
16	I am satisfied with care I receive from my immediate supervisor(s).				
17	I feel comfortable with rewards I get for doing a good job in the school				
18	I am happy with the appreciations I get from employer for the contribution I make in the school				
19	I am comfortable with the geographical location of the school in which I teach.				
20	I am not intending to look for another well paying teaching job in another school.				

21	I am satisfied with the school's physical working environment					
22	My colleagues value my contribution in the school.					
23	I am comfortable with the promotion opportunities available to me as a teacher					
24	I enjoy collegial relationship with fellow teachers					
25	I am satisfied with support I get from school administrators					
26	I feel protected against arbitrary dismissal from my current employment.					
27	I would not like to be transferred to another school.					
28	I feel satisfied with opportunities for training and professional development available					
29	I am not intending to change my profession					
30	Teaching provides me with opportunity to use all my skills.					
31	The promotion process and procedure used by my employer are fair					
32	I am happy with support I receive from administrators.					
33	I am satisfied with opportunities to attend seminars within and outside the school.					

Part 3. Organizational Commitment Questionnaire (OCQ)

Please, respond to all items given below by putting a mark (√) in the appropriate space provided under the Following scales: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral 4=Agree and 5 = Strongly Agree

A.Items on teachers" Affective commitment

No.	Items	1	2	3	4	5
1	I would be happy to spend the rest of my career with this organization.					
2	I enjoy discussing my organization with people outside it.					
3	I really feel as if this organization's problems are my own					
4	I do feel like 'part of family' of this organization					
5	I do feel 'emotionally attached' to this organization					
6	This organization has a 'sentimental value' to me					
7	I do feel a strong sense of belonging to this organization					

A. Items on teachers Continuance commitment

No	Items	1	2	3	4	5
1	I am afraid of what might happen if I quit my job without having another one lined up					
2	It would be very hard for me to leave this organization right now, even if I wanted to					
3	My life would be disrupted if I decided I wanted to leave this organization now.					
4	Right now, staying with this organization is a matter of necessity as much as desire					
5	I feel that I have a few options to consider leaving this organization					
6	One of the few serious consequences of leaving this organization would be scarcity of available alternatives					
7	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice -(another organization may not match the overall benefit I have					

B. Items on teachers Normative commitment

No	Items	1	2	3	4	5
1	I think people these days move from company to company too often					
2	I do believe that a person must always be loyal to his/her organization					
3	One of the major reasons I continue to work for this organization is that I believe that loyalty is important & therefore I feel a sense of moral obligation to remain.					
4	If I got another offer for a better job elsewhere I would not feel it was right to leave the organization					
5	I was taught to believe in the value of remaining loyal to one organization.					
6	Things were better in the days when people stayed with one organization for most of their career life.					

Thank you so much for your response!