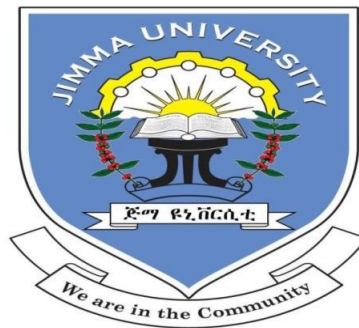


TEACHER JOB SATISFACTION AND ORGANIZATIONAL  
COMMITMENT AS PREDICTORS OF SECONDARY SCHOOL  
TEACHER'S TURNOVER INTENTION IN SOME SELECTED NORTH  
SHOA GOVERNMENT SCHOOLS, OROMIA REGIONAL STATE

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Teacher Job Satisfaction and Organizational Commitment as Predictors of  
Secondary School Teacher's Turnover Intention in Some Selected North  
Shoa Government Schools, Oromia Region

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We hereby certify that we read and evaluated this Thesis entitled: Teacher Job Satisfaction and Organizational Commitment as Predictors of secondary School Teacher's Turnover Intention in some Selected North Shoa Government Schools, Oromia prepared under our guidance by Seyoum Nigussie Negash. We recommended that it is accepted as fulfilling the thesis requirement.

Approval of the Board of Examiners

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As member of the Board of Examiners of the MA Thesis Opened Defense Examination, we certify that we read and evaluated the Thesis prepared by Seyoum Nigussie Negash, and examined the candidate. We recommend that the thesis be accepted as fulfilling the Thesis requirements for the degree of Master of Art in Educational Psychology.

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DECLARATION

I declare that JOB SATISFACTION, ORGNIZATIONAL COMMITMENT AND TURNOVER INTENTION OF SECONDARY SCHOOL TEACHERS IN NORTH SHOA ZONE, OROMIA REGIONAL STATE is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE

DATE

Seyoum Nigussie

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## *Abstract*

*Job satisfaction, organizational commitment and turnover intention are essential factors to the overall success of the educational institution. Thus, the purpose of this study was to investigate teacher job Satisfaction and organizational commitment as predictors of high school teacher's turnover intention in some selected north shoa government schools. The descriptive correlation research design using quantitative research approach was employed in this study. A sample of 179 teachers (male, n=142, female, n=37) in some selected north shoa government schools were selected randomly. The data was analyzed using frequency, percentage, mean, standard deviation and Pearson's product moment correlation coefficient for descriptive statistic and multiple regressions analyze with stepwise for inferential statistics. The result of the study indicated that the respondents were unsatisfied with pay and firing benefit followed by promotion, recognition and reward and supervision but moderately satisfied with job satisfaction facets such as communication, work itself and co-workers, operating condition. The correlation result showed all job satisfaction facets and organizational commitments with its three sub-scales were significantly and negatively related to turnover intention. Multiple regression result also indicated that job satisfaction and organizational commitment were negative significant predictors of teacher's turnover intention. However, demographic variables such as age, marital status, work experience and level of education did not predict teacher's turnover intention in the sampled schools as gender. The conclusion could be drawn the more committed teachers and more satisfying are less intended to leave the teaching profession than less committed and less satisfied teachers. The results recommended that the leaders of educational institution and practionnaries at different levels should be able to aware problems of different aspects related to job satisfaction and organizational commitment in order to minimize teachers who vary in turnover intentions levels.*

**Key words:** *Job satisfaction, organizational commitment and turnover intention.*

# CHAPTER ONE: INTRODUCTION

## 1.1. Background

Education is the corner stone of mankind in providing knowledge, skills and values and brings an attitudinal change MoE (1994).According to Okubanjo (2014) education is bedrock to the development of any country and the teacher is the central elements of educational resources creating competitive environment for learners. Undoubtedly, a key actor to enduring and sustaining effective educational service and translates educational philosophy and objectives into knowledge and skills is the teacher (Gedafu, 2012). Encouraging and retaining high competent teachers are thus the primary focus for any educational institution (Sharma & Jyoti, 2006).So, for any success and development of teacher productivity, effectiveness, retention and individual's psychological attachment to the organization he/she serves one has to understand factors associated with it. Teachers' job satisfaction, organizational commitment and turnover intention are one of those decisive factors that determine about organizational success or failure (Allen & Meyer, 1996; Larkin, 2015; Larkin, Dias & Vega, 2016).

Job satisfaction is the degree to which people like their jobs or it defined as how people feel about their jobs and different aspect of their jobs (Spector, 1997). It is the degree to which people pleasure (satisfaction) or displeasure (dissatisfaction) their jobs.” It is a multifaceted psychological concept that might be either negative or positive behavioral consequences: Negative behaviors of job satisfaction such as low productivity, turnover intention and absenteeism as well as positive behaviors that promote the organization's success such as feeling of belonging, efficacy, and feeling proud of the school (Newstorm & Davis, 1997) and are less likely to engage in destructive behaviors ;intentions to leave an organization (Chen & Spector, 1991; Khan & Qadir ,2016) ;affect teacher intention to leave or stay (Zahra, Irum, Mir& Chisht, 2013);and teachers feeling positive about themselves, each other and their teaching feel a sense of accomplishment from their jobs

(Hoy & Miskel, 1987; Robbins & Judge, 2013). It is reasonable to conclude that schools will not be getting the greatest value from teachers who are affected by low job satisfaction.

Several theories contribute to the theoretical ground of job satisfaction. Most of the theories that aim to define job satisfaction are based on the relationship between job satisfaction and motivation (Mughar et al., 2016). For this study Maslow Hierarchy Needs (1954) and Herzberg, Mausner, and Snyderman Needs (1959) theories are used to investigate teacher's job satisfaction since these two theories are most influential and more corresponding with elements of hygiene and motivation factors.

The first theory of motivation which laid down for other researchers to find the problems of job satisfaction was Maslow Hierarchy Needs (1954). Almost all theories have been suggested but began with the theory of Maslow (Mughar et al., 2016). Accordingly, job satisfaction is achieved when the job and its environment meet the needs of the individual (Maslow, 1954). Lower hierarchy needs which are survival needs, are often referred to as extrinsic needs (e.g. compensation and working conditions), and while higher order needs are referred to as intrinsic needs (e.g. recognition and achievement). The other pioneers theory was Herzberg, Mausner, and Snyderman (1959) identified motivators' factors as primary causes of job satisfaction and hygiene factors as primary causes of job dissatisfaction. Motivators are intrinsic factors, including such items as achievement, recognition, the work itself, responsibility, and advancement or promotion (produce satisfaction), while hygiene or extrinsic factors include pay, job security, work conditions, supervision, and interpersonal relationships (lead to job dissatisfaction).

The other variable which is believed to have an influence on teachers' work behavior is organizational commitment. Organizational commitment as the extent to which the employees see themselves feelings of belonging and parts of it and feel attached to it, can identify him/herself with the values of the organization (Cohen, 2014). The most outstanding commitment construct, with which the study was applied, was put forward by Meyer and Allen (1997) and proposed three components and elaborated each of these sub-scales: affective, normative, and continuance commitment. According to Allen and

Meyer (1997) affective commitment is defined as an employee's emotional attachment to, identification with, and involvement in an organization. This mean that an affective commitment is an individual strongly identifies with the goals of the organization and desires to remain a part of the organization. While continuance commitment is an employee's perceptions of the costs associated with leaving an organization including economic costs (eg pension accruals) and social costs (friendship).

Normative commitment is an employee's feelings of obligation to remain in his or her organization. High levels of commitment are associated with many positive attitudes, such as feelings of belonging (Nagar, 2012; Meyer, Kam, Gildenberg& Bremner, 2013);security, efficacy, purpose in life, and positive self-image (Mowday, Porter & Steers, 1982);personal contribution to the organization and perform better for the organization (Perryer ,Jordan, Firms & Travaglione,2010). In contrast, low levels of teacher's commitment reduce student achievement, increases teacher absenteeism and increases teacher turnover, too or move from teaching to another job (Singh & Billinnsley, 1989; Cho, 2015).

Moreover, Mathieu and Zajac (1990); Yucel (2012) described "organizational commitment" one of detrimental variables that predict as potent antecedent of employee withdrawal behavior that is turnover intention. Hence, turnover intention is a key dependent variable associated with organizational commitment. Turnover intention is a probability that individual will change her /his job within a year or within a certain time period than fixed time period regardless of his/her strength, competence, etc. at the time of being felt (Nazari & Emami, 2012).According to Billingsley (1991) teacher's turnover intention defined as the aspiration of teachers quite to leave his/her profession will also leave at the time of getting opportunity which inspiring by factors associated with turnover intention. Teachers' turnover intention has been a critical problem for a decade and still is not undermined in globally and locally (ibid).As indicated below various studies so far have been carried out to investigate the level and consequences of teachers' turnover intention; the finding suggested that its consequence and magnitude is most critical issues.

In a study by Emoja (2016) on empirical study of the relationship job satisfaction and teacher's turnover intention in secondary schools in kakamega central district, Kenya indicted a significant number of teachers were decided to leave their professions until the end of fiscal year. It is supposed that 47% of school teachers will leave their profession searching for another option with 75.3% of such teachers leave within as the result of intrinsic or extrinsic motivation. In a study by Khan and Qadir (2016) at Bahria Schools and Colleges Karachi in Pakistan also acknowledged that teachers intent to leave their profession as the result of job dissatisfaction which accounted for 68%. Similarly, study conducted on public secondary school teachers in Tanzania by Jonathan, Thibeli and Darroux (2013) it estimated that 33.8% of school teachers will leave his/her profession as the result of low organizational commitment.

In Ethiopia, too, teachers' turnover intention has been a problem. For instance, recent study done by Yilak, Temesgen and Assegid (2017) on Gondar Poly Technical College indicated that more than 67.78% of the teachers decide to leave teaching profession. Yilak and his colleagues further noted that educational organizations in Ethiopia are suffering with extreme teacher migration, poor retention, little job satisfaction and high turnover. This data indicates how teacher's turnover intention is a problem and urgency of intervention to minimize the problem and wastage associated with it. The implications of education wastage associated with teachers' turnover intention are many. Teacher turnover intentions had a direct effect on the students' performance as schools continue to lose out on experienced teachers and replacement takes long or never (Gyezaho, 2014).

Turnover intention has significant cost and other negative consequences for any organization such as less productive, losing teachers that are highly skilled, service delivery and administration increased costs, lessened organizational functioning and efficient (Greyling & Stanz, 2010; Balogun, Adetula& Olowodunoye, 2013; Mobley, 1982). However, if the characteristics of the working environment satisfied staff needs, teachers reported low turnover intentions (Bright, 2008). As a consequence, numerous studies of turnover intention were conducted, several of which pointed out employees' job satisfaction and organizational commitment as the most critical determinants of



turnover intention (Salleh, Nair & Haru, 2012). Therefore, job satisfaction, organizational commitment and turnover intention have become subject to research study (Meyer & Allen, 1984, 1990; Larkin, 2015).

According to Mohammad (2014); Tarr, Ciriello & Covey (1993) job satisfaction, organizational commitment and turnover intention were widely studied factors in management literature which are the precursors of employees' performance; even these factors are more important to study in academic institutions. This means that variables, theories of job satisfaction with its facets as well as organizational commitment with its component (affective, normative and continuance) that have been used in studying management literature are equally important in studying across educational institution specifically at schools. Generally, the above literatures depicted that greater the job satisfaction, the less the likelihood that the individual will leave the organization and the higher the commitment levels of the employee, the lower the predicted turnover intentions. Moreover, the employees those who are satisfied with the different dimensions of the job and are committed to their organization show more involved, positive work behaviors and reduce employee turnover intention. However, the researcher seemingly sees specific signs of job dissatisfaction and low organizational commitment of teachers expressing their complaint, frequent rumor and objection among themselves including work itself with no reasonable pay, unreasonable demands from supervision, intent to leave the schools, and working without promotion in north shoa government secondary schools.

Even though several studies were conducted at different parts of the country in different institutions related with job satisfaction, organizational commitment and turnover intention to the best knowledge of the researcher, there are no such studies conducted in order to address how job satisfaction with its some facets (pay, work itself, supervision, co-workers, promotion, fringe benefits ,operating condition, communication, reward and recognition) and organizational commitment (Affective, continua and Normative) predicts teacher's turnover intention.

Therefore, the purpose of this study was to gain a better understanding of the job satisfaction and organizational commitment as a predictor of secondary school teacher's turnover intention in some selected north shoa government schools.

## 1.2. Statement of the problems

In any educational institution, a teacher is the most important element because she/he participates in any position of the input –output process (input-students, process -teachers and output-qualified work), of the educational institutions (Celep, 2001). To this end, educational institution is able to attract, select, satisfy and retain teacher needed to educate the younger generation because teachers with higher level of satisfaction and organizational commitment are more likely to be productive and strive for the realization of the organization's goal (Nagar, 2012).

However, attracting, maintaining, and retaining teachers in education institution have been major challenges for the 21<sup>st</sup> century (Patrick, 2007). Many educators have reported dissatisfaction and job related stress associated with this goal was among the others (Sharma & Jyoti, 2009). Dissatisfaction and less commitment among teachers are undesirable and dangerous in the country at large which resulted in frequent turnover intention (ibid). Study emphasized on teacher turnover intention which has to do with stay or move too of teachers from their teaching profession (Grissmer & Kirby, 1997; Ingersoll, 2001). Turnover intention has been defined as the last in a sequence of psychological or emotional withdrawal cognitions, a set of cognitions include thinking of quitting and the plan to search for alternative employment in to another organization (Tett & Meyer, 1993).

As far as it concerns several previous empirical literatures of teacher job satisfaction and organizational commitment as a predictor of teachers' turnover intention the researcher was relied on both foreign and local studies: Several foreign studies so far have focused on the relationship among job satisfaction, teacher organizational commitment and turnover intention ;both independent variable had negative relationships with turnover

intention(Larkin,2015;Tett & Meyer ,1993); some of which have reported that affective commitment are negatively correlated with teacher turnover intention(Aydogdu & Asikgil ,2011).On the other hand, some previous studies have recognized that organizational commitment proved to be a more important variable than job satisfaction in determining turnover intention (Tarigan & Ariani, 2015). However, there was limited evidence of research studies in the literature that have examined job satisfaction, and organizational commitment as a predictor of teachers' turnover intention in Ethiopia since the literature search did not reveal any empirical research.

Therefore, most studies in Ethiopia have focused on the levels and factors affecting job satisfaction (Elleni, 2017;Gedafu, 2012), others have linked job satisfaction as independent variables with organizational commitment as dependent variables and the result indicated that high correlation between the two concepts (Desita, 2014; Teferi ,Bekalu, & Abebe, 2016; Mohammed, 2013). On the other hand, some previous study was conducted on Ethio-Telecom have recognized that turnover intention and job satisfaction can be independent variables with organizational commitment as the dependent variable (Ambachew, 2014).

Of late, some of the previous studies have focused on relationship between teacher's turnover intention and teachers' job satisfaction as opposed to organizational commitment (Yilak et al., 2017),but to the best researcher's knowledge no research has been conducted to measure the levels of teachers' job satisfaction and organizational commitment as a predictor of teachers' turnover intention. These previous empirical studies they found that most teachers in most school systems are not satisfied with their jobs which were resulted in frequent teacher absenteeism from school, teacher turnover intention, and aggressive behavior towards colleagues. This may be a result of low pay, promotion, supervision, nature of work, opportunists for promotion, lack of opportunity to develop personality, and reward and recognition (Desita ,2014; Teferi et al., 2016; Gedafu,2012). The persistence of this situation suggests lack of knowledge on the predictors of intention to leave teaching job that could help setting of relevant strategies to the problem.

Moreover, justification for the need for the research also rooted from empirical evidence in that the researcher has been eye and hears witnessing many of the challenges such as negative signs of absenteeism, grievance expression, tardiness, low morale and high turnover ,etc) in his more than 10 years of service in the education sector of north shoa. With these as signs of school teacher unfavorable attitudes towards their working environment, their sense of commitment and satisfaction and teacher turnover intention with their job becomes questionable. These factors developed in the writers a strong desire to undertake the how job satisfaction and organizational commitment as a predictor of secondary school teacher's turnover intention in some selected north government schools since to researcher knowledge no as such empirical research has been done in other parts of the our country on how teachers' job satisfaction and organizational commitment predict teacher's turnover intention using the same methodology and the link among these three variables at schools level currently in researcher area of the study. It is this gap in knowledge that the present study was seek to address.

Therefore, the purpose of this study was to gain a better understanding of the job satisfaction and organizational commitment as a predictor of secondary school teacher's turnover intention in some selected north shoa government schools. In view of this, the study tried to address the following basic research questions.

- What are the level of high school teachers' perceived job satisfaction, organizational commitment and teacher's turnover intention in some selected north shoa government schools?
- To what extent does teacher's job satisfaction with some selected facets predicts secondary schools teacher's turnover intention in some selected north shoa government schools?
- To what extent do teachers' organizational commitments with its three components (Affective, continuance and normative commitment) as a predictor of secondary schools teachers' turnover intention in some selected north shoa government schools?

- How do teachers' job satisfaction and organizational commitment predict teacher's turnover intention adjusted for demographic variables (gender, marital status, educational level and experience) in some selected north shoa government schools?

### 1.3. Research Objective

#### 1.3.1. General Objective

To investigate how teachers' job satisfaction and organizational commitment predict secondary schools teacher's turnover intention in some selected north shoa government school.

#### 1.3.2. Specific Objectives

This study addressed the following specific objectives to:

- find the level of secondary schools teacher's perceived job satisfaction organizational commitment and teacher's turnover intention in some selected north shoa government schools.
- assess teachers' organizational commitment with its three components (affective, continuance and normative commitment) as a predictor of secondary schools teacher's turnover intention in some selected north shoa government schools.
- determine teachers' job satisfaction with some facets as predictor of secondary schools teacher's turnover intention in some selected north shoa government schools.
- examine teachers' job satisfaction and organizational commitment as predictors of secondary schools teachers' turnover intention adjusted for demographic variables in some selected north shoa government schools.

### 1.4 The significance of the study

The roles of teachers are crucial and important instruments for the transfer of knowledge and skills to students in the schools. Teachers with higher level of satisfaction and organizational commitment are more likely to be productive and strive for the realization of the organization's goal (Nagar, 2012). Dissatisfaction and less commitment among

teachers are undesirable and dangerous in the country at large since a teacher is bedrock for the societal change in multiple angles. Thus, the finding of this research will provide potential benefit for teachers, students, educational administrators, societies, school and the country at large. The benefits include theoretical and practical implication:

The theoretical implication to this study is its contribution to the understanding of job satisfaction, organizational commitment, and teachers' turnover intention among high schools in north shoa government schools. By realizing the satisfaction or dissatisfaction and commitment of secondary school teachers, educational sector can provide a more satisfying and organizational commitment experience in the work environment in an effort to retain quality school teachers with the hope that they will take actions on the variable that intensify the work dissatisfying.

This study might also have four practical implications to teachers, school leaders, and education experts who work in the field education. First, it helps policy makers, education sectors, administrators of secondary schools as well as practitioners can utilize this information when considering professional development, policy planning, hiring practices, formulate strategies and program to mitigate turnover intention problem among teachers as well as to ensure organizational commitment and job satisfaction. As the level of job satisfaction and determinant factors of satisfaction and dissatisfaction as well as teachers' organizational commitment will jointly investigate comments for assisting and formulating strategic how it may retain secondary school teachers by participating schools' teachers.

Second, it assists education sectors to carry out professionals training for education experts who are going to assign for supervising schools' community in order to disseminate the information about how experts' behavior influences the turnover intention of teachers and to increase opportunities for teachers to learn and develop through their jobs in the institution. Third, it helps to shape techniques of which teachers can be retained in the educational profession and will be promoted for further investigation of teacher's productivity. Finally, it may encourage other researchers who

have an interest in the related problems that they can use this study as reference material for further studies.

### 1.5 Delimitation of the study

The study is geographically delimited to the secondary schools teachers in some selected north shoa government schools (grade 9<sup>th</sup>-10<sup>th</sup>) to make the study more manageable. Teachers' job satisfaction, organizational commitment and turnover intention with particular emphases on identifying: demographic characteristics of teachers such as gender, age, educational level, and experience since these variables were assumed as a significant relationship with job satisfaction, organizational commitment and intention of teachers. This study did not assess all factors contributing for the teachers' job satisfaction, as a predictor of teachers' turnover intention.

### 1.6 Limitation of the Study:

It should be noted that no research is without its limitations and the present study is no exception. Therefore, one of the potential limitations of the study is lack of adequate local researches related to high schools teacher's job satisfaction, organizational commitment as predictor of teachers' turnover intention in some selected north shoa government schools. This study was conducted in only secondary schools.

### 1.7 Operational Definition

Turnover intention: refers to the probability that teacher will continue or leave teaching profession within a certain time period for other alternatives in other organization voluntarily.

Job satisfaction: refers to feelings and responses a teacher has about his or her job and material that a teacher will gain about his /her job from most facets of their job situation as well as overall jobs facets (pay, work itself, supervision, co-workers, promotion, fringe benefits ,operating condition, communication ,reward and recognition).

Teachers' organizational commitment: refers to a psychological link between the teachers and the schools that makes it less likely that the teachers will voluntarily to remain or leave in the teaching profession.

## 1.8 Variables

Dependent variable: the dependent variable of the study was teacher's turnover intention.

Independent Variable: the independent variables included job satisfaction, organization commitment and demographic variables (like gender, age, work experience and educational level).



## CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter was presented a conceptual framework of the study and discussion of job satisfaction and organizational commitment as a predator of teacher’s turnover intention. Concepts of job satisfaction, organizational commitment and turnover intention as well as theoretical knowledge of the phenomenon of job satisfaction and models of organizational commitment were discussed in detail at the first section. The second section reviews the related literature on the phenomenon of job satisfaction, organizational commitment and turnover intention was provided.

### 2.1 Conceptual Framework of the Study

This section was containing the theoretical framework for the study. As it is indicated the general objective of this study was examining teachers’ job satisfaction with the different facets and organizational commitment with its components as a predictor of teacher’s turnover intention. To achieve this goal, the following conceptual framework was developed from a review of literature on job satisfaction, organizational commitment and teachers’ turnover intention.

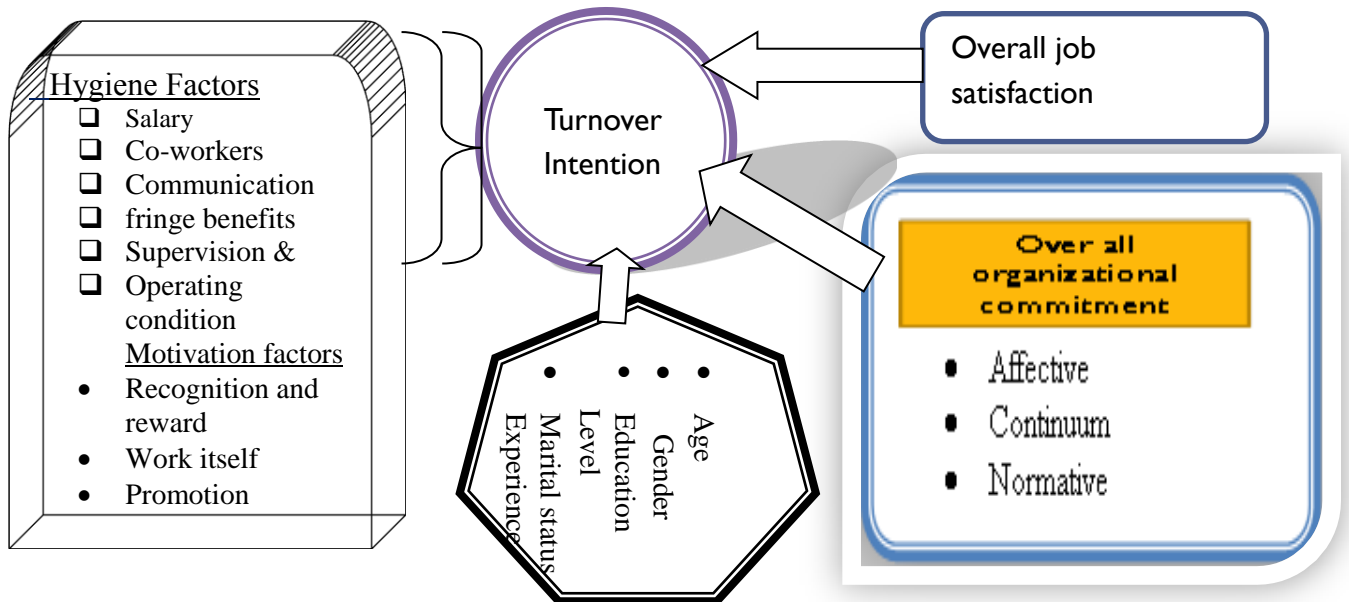


Figure 1: A diagram of the conceptual framework

The conceptual model of overall teachers' job satisfaction with its some facets and teachers' organizational commitment with its three components as a predictor of teacher's turnover intention and each of the selected demographic characteristics are discussed.

## 2.2 Job Satisfaction

### 2.2.1 Job satisfaction as a concept

Regardless the number of researches done, none of the researchers agree on a universal definition of job satisfaction. The concept job satisfaction refers to the employee's feelings about her or his job Robbins (2005,p. 45). Similarly, job satisfaction is "a positive feeling about one's job resulting from an evaluation of its characteristics" (Robbins & Judge, 2007, p. 20).Smith, Kendall and Hulin (1969) defines job satisfaction degree to which individual has a positive overall feeling towards their work. In this study job satisfaction is defined as an attitudinal variable that reflects how people feel about their jobs, interconnected with how people think and observe their jobs and this comprises positive and favorable attitudes the other aspect is negative and unfavorable attitude(Specto,1997).Ellickson and Logsdon (2002) support this view by defining job satisfaction as the extent to which workers feel about their jobs when the expectations from the job matches with the real outcome, job satisfaction occurs and a predictor of work behaviors such as turnover intention.

It is worth note that many scholars were identified different job satisfaction facets (Bolin, 2007, p. 49).Facet job satisfaction which refers to feelings about specific job characteristics associated with job satisfaction, such as salary, benefits, and co-workers (Mueller & Kim, 2008).Robbins and Judge (2007) connoted that employees get job satisfaction from the job itself, salary, promotion, supervision, and coworkers. Undoubtedly, if an employee is satisfied with most aspects of the job he/she will be generally satisfied with his/her job (Robbins, P. S., & Judge, 2013).In the same way, Mughal et al. (2016) suggested that if an employee is satisfied with some aspects of the

job the individual will be satisfied with other aspects of job. Hence, the following major facets of job and demographic characteristics that became the domain were identified in this current study. These include: (1) work itself, (2) pay, (3) recognition, (4) Promotion/growth opportunities, (5) supervision, (6) co-worker,(7) communication (8) Recognition and Rewards (9) operation condition. These nine facets of job were selected on the basis of Specto Job Satisfaction survey (1997).

### 2.2.3 Theories Related to Job Satisfaction

Several theories contribute to the theoretical ground of job satisfaction which provides insight into how people behavior in certain way or what factors motivates them towards specific behavior. Maslow's theory of motivation and satisfaction (1954) which was termed as Need Based Theory of Motivation and Herzberg et al.'s Two Factor Theory of Needs satisfaction (1959) was used as a theoretical ground.

Maslow (1954) explained that job satisfaction is achieved when the job and its environment meet the needs of the individual. Maslow categorizes these needs in a hierarchy, including physiological, social-emotional, safety, love and belongingness, esteem, and intellectual; however, intellectual needs cannot be met until all of the lower and most basic human needs are satisfied. Once the most basic level of need is satisfied, the needs on the next level become the priority. Then security and safety needs are activated. In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavor to achieve in order to be satisfied and succeed on the job.

The second content well known theory was the "Two-Factor Theory". The theory was proposed by Herzberg ((Herzberg et al., 1959). It was proposed that motivators are intrinsic factors that produce job satisfaction (recognition, achievement, advancement, responsibility, and work itself"), while hygiene factors are pay/salary, job security, working conditions, policy and administration, supervision and interpersonal relationships of the job that may lead / relate/ to job dissatisfaction. In other words, Herzberg stated that the factors that lead to satisfaction or to dissatisfaction are appeared

in different context. Indeed, job satisfactions among teachers are meaningful attachment with Herzberg theory of motivation.

### 2.3 Organizational commitment as a concept

Organizational commitment has also an important place in the study of organizational behaviors since the studies have found relationships with employees' turnover intention. Organizational commitment as the extent to which the employees see themselves feelings of belonging and sense of attachment to the organization (or parts of it) and feel attached to it, can identify him/herself with the values of the organization (Cohen, 2014). The three model conceptualization of organizational commitment namely: affective, continuance, and normative commitment developed by Allen and Meyer (1997) was used to determine how much teachers identify themselves with some selected high schools and its goals, and wishes to maintain membership in the schools.

According to Meyer and Allen (1997) "Affective Commitment" is the individual's psychological or emotional connection to, identification with and participation in the organisations. This means an individual strongly identifies with the goals of the organization and desires to remain a part of the organization .They will probably carry on working for it not because they are forced to but due to their commitment to the organization. Continuance commitment covers perceived costs of leaving, both financial and non-financial and perceived of lack of alternatives. For instance, in case of leaving the company the burden would be too high; like change of places, not being able to adapt to another organization, or not being able to find another job, time and efforts invested in the organization which makes them want to stay with the organization. This type of employees' remains with the organization because of the money they earn, not because they want to (Meyer & Allen, 1997).

Conversely, normative commitment refers a feeling of obligation towards continued employment. For the normative commitment, the individual commits to and remains with an organization because of feelings of obligation. These feelings may arise from an

employees' personal decision. For instance, an employee that has been invested in by a way of training and development might feel the moral obligation to stay with the organization as a sign of appreciation. If employees believe that fewer work opportunities exist outside their organizations, the perceived costs of leaving current organizations will be higher, and they will develop a stronger sense of continuance commitment to their organizations. Normative commitment is regarded as a willingness to stay with an organization because they feel obliged due to their specific responsibilities within an organization (Meyer & Allen, 1997).

However, organizational commitment of the academic staff would not only provide job satisfaction, but also increase the success level of the students, which would result in the overall increase in the success level of the schools. The positive effects of organizational commitment of the academic staff would bring good communication of the staff with the students, parents and colleagues in a smooth way (Malik, Nawab, Naeem, & Danish, 2010). The most emerging literature in the job satisfaction organizational commitment and turnover intention was identified the consequence of organizational commitment, job satisfaction and turnover intention into negative and positive consequences:

Negative behaviors of job satisfaction such as low productivity, turnover intention and absenteeism as well as positive behaviors that promote the organization's success such as feeling of belonging, efficacy, and feeling proud of the school (Newstorm & Davis, 1997) and are less likely to engage in destructive behaviors ;intentions to leave an organization (Chen & Spector, 1991; Khan & Qadir ,2016) ;affect teacher intention to leave or stay (Zahra, Irum, Mir &Chisht, 2013); and teachers feeling positive about themselves, each other and their teaching feel a sense of accomplishment from their jobs (Hoy & Miskel, 1987; Robbins & Judge, 2013).

Similarly high levels of commitment are associated with many positive attitudes, such as feelings of belonging and positive self-image (Nagar, 2012; Meyer et al., 2013). Low organizational commitment, on the other hand, may end with financial loss, reduce

student achievement, increases teacher absenteeism and increases teacher turnover, too or move from teaching to another job (Singh & Billinnsley, 1989, Cho, 2015).

## 2.4 Concepts of Turnover Intention

Turnover intention is defined as an employee's intent to find a new job with another employer within the next year and deliberate willingness to leave the organization (Jacobs & Roodt, 2007). In other words, it represents mental decision to seek alternative job for other organization (Tett & Meyer, 1993). Employees with high turnover intention tend to become less productive and efficient (Balogun et al., 2013). Turnover phenomenon has significant cost and other negative consequences for any organization (Greyling & Stanz, 2010; Mobley, 1982).

Moreover, the available literature helped the current study to identify most important theories of job satisfaction, prediction power of selected demographic characteristics in conceptual model, how job satisfaction and organizational commitment predicts teacher's turnover intention in study areas. Thus, overall job satisfaction to its facets, organizational commitment to its components and teacher's turnover intention was discussed in relation to previous studies. The level of satisfaction, organizational commitment and turnover intention held by the employees /teachers in the sample was based on the overall level of satisfaction that they indicated on the questionnaire that was administered to them. Therefore, a descriptive statics were performed to try to determine the extent of teachers' job satisfaction. Regardless the number of researches had done on the level of employee's job satisfaction, organizational commitment and turnover intention; none of the researchers came up with the same finding:

## 2.5 Overall Level of Teacher's Job Satisfaction, organizational commitment and turnover intention

Many writers have measured the level of job satisfaction. For example Teferi et al.(2016) after collecting data through job satisfaction survey (Specto,1997) concluded that the

overall level of job satisfaction of primary schools of Bonga town slightly below average (Mean=, 2.72, SD=0.47) level of job satisfaction which can be interpreted as dissatisfied. In the same way study conducted by(Gedafu,2012) concluded that the overall level of job satisfaction among secondary schools of Addis Ababa slightly below average level of job satisfaction which can be interpreted as dissatisfied. Salary, fringe benefits, and advancement and promotion were reported by the teachers as the major sources of their job dissatisfaction while they were slightly dissatisfied with workload, school administration, interpersonal relationships, work itself, recognition, and supervisors.

Similarly Ali (2014) measured the level of job satisfaction among college lectures by using job satisfaction survey found overall job satisfaction lectures were slightly satisfied with very much dissatisfied with promotion chances. Further he found out that teachers were moderately dissatisfied with three facets of pay, fringe benefits and contingent rewards while they were moderately satisfied with operating condition, coworkers, nature of work and communication. Moreover, Tesfaye (2014) conducted a survey on teacher job satisfaction and school performance in Laga Tafo Laga Dadi Town and he found that most teachers were mostly dissatisfying with salary payment scale, recognition, incentives and fringe benefits. Study carried out by Salleh et al. (2012) reveled that respondents were moderately satisfied with promotion, work -itself, co-workers and supervisors but respondent were dominantly dissatisfied with salary. This implies that they had a low level of job satisfaction. Salleh et al. (2012) they also found out a moderate commitment level with considerably high intention to leave the organization. On the contrary, Srinivasan (2016) found out high organizational commitment.

Shann (2001) found that teachers obtain their job satisfaction from the positive interaction they had with their students and thus this factor had top priority than the rest of the job facets. The other factor that was also important according to her is job security. Conversely, in her study, the aspect of pay was ranked as the least of all among the fourteen facets. In other words, the participants in the study expressed low satisfaction with this job facet. This implies that money is the main source of satisfaction to some employees.

Other employee's satisfaction sourced from being accepted and recognized by their supervisors and co-workers. Indeed, teachers like other employees, get their satisfaction from acceptance and recognition.

#### 2.5.2 The relationship between job satisfactions with its some facets to turnover intention.

Many studies conducted in different settings in the past have come up with many of works to show the relationship that exists between employees' job satisfaction and organizational commitment on turnover intention. Some of the most famous empirical studies on the subjects were Ali (2014), Aydogdu and Asikgil (2011); Yucel (201 2); Shah and Jumani, (2015); Tarigan and Ariani (2015);Chao (2015);Salleh et al. (2012); Martin and Roodt (2008); Okubanjo, 214).

Ali (2014) conducted a study to assess job satisfaction facets and turnover intention of Private sector colleges' lecturers of NWFP Pakistan. They took nine facets of job satisfaction in order to see its effects on turnover intention. Turnover intention showed a significant negative correlation with all job satisfaction facets (pay, operating condition, communication, reward and recognition, promotion, supervisors, coworkers, work itself and firing benefit). Besides, he found that pay, promotion, fringe benefits and contingent rewards was the strongest correlation with turnover intention. Overall job satisfaction was found to have a significant negative association with turnover intention.

Analyzing data with independent sample t-test and linear regression for instance, Shah and Jumani (2015) investigated the nature of relationships of job satisfaction and turnover intention among 860 teachers of private school in the district Rawalpindi and Islamabad. They found a strong significant negative relationship between job satisfaction and its indicator (pay) with turnover intention. He also observed further that promotion, work itself and supervision showed a negative moderate relationship with turnover intention among the teachers. Salleh et al. (2012) assessed the empirical relationship among job satisfaction, organizational commitment and turnover intention on employees of a retail



company in Malaysia. All satisfaction facets (work itself, supervisors and salary) except for co-workers negatively related to turnover intention. Further Gelaidan et al.,(2013)in their study showed that there is significant low negative relationship between pay, supervision and promotion satisfaction and turnover intentions and significant very low relationship between coworkers and satisfaction with the work itself and turnover intentions. It was also found that pay satisfaction was the dominant dimension.

Analyzing data with structural equation modeling, Tarigan and Ariani (2015) examines empirical study relations job satisfaction, organizational commitment, and turnover intention in Yogyakarta and Surakarta manufacturing company, with a sample of 206 employees'. They found an organizational commitment and job satisfaction a negative and significant relationship with turnover intention.

### 2.5.3 The relationship between organizational commitments with its three components to turnover intention.

Salleh et al. (2012) examined the empirical relationship among job satisfaction; organizational commitment and turnover intention .They found organizational commitment were significant negatively related to turnover intention. Chao (2015) used the multiple regressions and a path analysis an empirical study in Malaysia discovers relationship among organizational commitment, job characteristics, job satisfaction, and turnover intention within Kindergarten. The study found both organizational commitment and job satisfaction negative significant relationships between the turnover intentions. Aydogdu And Asikgil (2011) examined in their study found out turnover intention has a significant and negative relationship with three dimensions of organizational commitment and significant and negative relationship with job satisfaction .Their study also found affective commitment more predictor than normative and continuance commitment.

Martin and Roodt (2008) study carried out on the perceptions of organizational commitment, job satisfaction and turnover intentions in a post-merger South African tertiary institution. Their study reported that job satisfaction was strong predictor of

turnover intention than organizational commitment. Similar finding occurred with (Tett & Meyer, 1993; Chao, 2015). On the contrary, organizational commitment was stronger predictor of turnover intention than job satisfaction (Mathieu & Zajac, 1990; Tarigan & Ariani, 2015; Okubanjo, 2014).

#### 2.5.4 The relationship between demographic variables and turnover intention.

Demographic variables defined as the personal characteristics of an individual were examined to have effects on turnover intention such as age, experience, gender, education level and marital status (Gurpreet, 2007). The extend literature of turnover intention was also useful for present study to easily understand how demographic variables (Gender, age, teaching experience, marital status, level of education) predict employee's turnover intention. The finding in the relevant literature about the relationship between demographic variables and turnover intention was contradictory.

Almalki et al., (2012) in their study indicated that there was significant relationship between turnover intention and demographic variables of gender, age, marital status, education level, experience. The study done by Lambert et al. (2001); Roodest and Moor (2008) age of the respondent were predictor of employer's turnover intention. Furthermore, he examined that work experience was predictor of respondents' turnover intention. Some studies reported that no significant relationship exists between gender and turnover intentions (such as Lambert et al., 2001; Lum et al., 1998). This was also the case found in a longitudinal study (Porter, Steers, Mowday & Boulian, 1974). Gurpreet, R. (2007) found out there was significant relationship between turnover intention and demographic variables such as age, qualification, and it were found that age and experience are negatively and significantly correlated with turnover intentions. This indicated that turnover intention of an individual within the organization are largely influenced by age, and work experience.

## 2.6 Summary of Gap in Literature

The extended reviewed literatures provided a piecemeal account on the relationship as well as effect of teachers' job satisfaction and organizational commitment on turnover intention seems as a mixed result covering a range from positive, negative, to moderate influences. Further, the emerging literature might not be combined teachers' job satisfaction and organizational commitment adjusted for demographic variables as a predictor of teacher's turnover intention. Earlier studies did emphasis on the direct relationship between teachers' job satisfaction and organizational commitment or organizational commitment and turnover intention without linking the three variables together given the important role those teachers' job satisfaction and turnover intention. None of the studies completely focus on the subject of job satisfaction with its facets and its other related variables such as organizational commitment with its facets predict teacher's turnover intention simultaneously.

Therefore, the present study takes into account nine facets of job satisfaction (intrinsic and extrinsic) such as , pay, co-worker's ,promotion pattern ,supervisors, firing benefit ,reward and recognition ,operating condition, work-itself and communication and organizational commitment with its sub-scale such as affective, continuance and normative commitment ,etc as well as demographic factors to study the teachers turnover in high schools. Furthermore, the mixed results can also related to methodological issues and adoption method of data analyses and the populations from which data were taken, etc. In this study correlation and regression methods of analyses to examine the effects of teachers' job satisfaction and organizational commitment dimension on turnover intention were used.

In general, this study is exceptional mainly by extending the frontier of literature towards providing answers to questions that does not only link teacher's job satisfaction and organizational commitment on turnover intention but also focuses on some selected high school in north shoa zone where such study has been given limited attention.

## CHAPTER THREE: RESEARCH METHODOLOGY

In this chapter research design, sources of data, study site, population, sample size and sampling techniques, instruments, procedures to collect data and methods of data analysis in order to answer the research questions and achieve the objectives of the study were described in detail.

### 3.1. Research Design

The major purpose of the study was to investigate how teacher job satisfaction and organizational commitment predicts high schools teacher's turnover intention in some selected north shoa government schools. The descriptive correlation research design using quantitative research approach was employed in this study which it aims to describe the strength of relationship between two or more events or characteristics (Creswell, 2009). The purpose for choosing quantitative approach was variables under study required a scientific instrument to gather data from the selected sample population; survey instrument is less time consuming, reliability and validity of instrument was easily checked and helps to encourage a large sample within a very short time (ibid).

### 3.2 Source of Data

The primary data was gathered from teachers. Standardized questionnaire was employed to obtain the intended data from research participants. The structured, self-administered questionnaires incorporated nine sub-scales for job satisfaction: (salary, co-workers, communication, fringe benefits, supervision, operating condition, recognition and reward and Work itself) and three components of teachers' organizational commitment (Affective Continuance and Normative commitment) and teachers' turnover intention.

### 3.3 The Study Site

Location: North Shoa is located in the Northern part of Oromia National Regional State and located in the middle of Ethiopia. Its capital city, Fitcha, is 112 km away from Addis

Ababa, the capital city of Ethiopia and Oromia Regional state. It is one of among the administrative zones of Oromia National Regional State with the neighboring in south by Oromia Special Zone Surrounding Finfinne, on the South West by West Shewa, on North by Amhara Regional State and South East by East Shewa.

North Shewa has 13 districts and one administration town of those Hidebu abote, Wachele, Yaya Gulale, Kuyyu and Degem are the districts with Fitch town are targets area of the study. According to the 2007 census conducted by the central statistical agency of Ethiopia (CSA); this Zone has total population of 1,431,305 of whom 717,552 are men and 713,753 women with an area of 10,322.48 square kilometer. In 2010 academic year 264,721 (79.81%) of the children are enrolled in 708 primary schools, 27,914 of the students registered in 45 secondary schools and 7446 students were learning in 14 preparatory schools. Moreover, the Zone has (6335, 1203 and 431) number of primary, secondary and preparatory teachers respectively. Now days the Zone has one Teacher training Collage 7 TVET collages, 2 poly technical collages and one University. As North Shoa zone education office (2010) report.

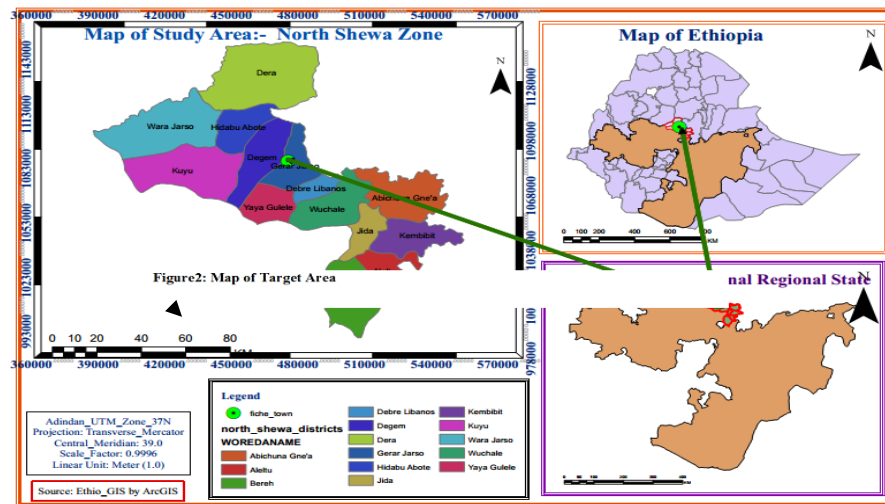


Figure 2: Map of Target Area

### 3.4 Population, Sample Size and sample techniques

#### 3.4.1 Population

According to Creswell (2012,p.142 ) the term population is defined as a group of persons having a common characteristic, for instance, all secondary school teachers in a particular district, region or country would form a population. Thus, the current study was conducted among teachers from high government schools in north shoa Zone.

#### 3.4.2 Sample Size and sample techniques

In this research the total numbers of secondary schools and total number of teachers in the North Shoa Zone are 45 and 1493 respectively. Out of 45 Governmental Secondary Schools 6 schools was selected by simple random sampling technique from Degem woreda, Hidhabu Habote, Kuyyu, Muka Turi, Yaya Gulale and Fitch town. It was taken one sample school from each selected woreda. Accordingly, Degem, General Tadesa Birru, Fittal, Gerba Gurracha, Abdisa Aga, and Muka Turi Secondary School were included. Then, from total numbers of teachers in the selected secondary schools, 336 (100%), 179 (53.23%) teachers was randomly selected based on the proportional allocation methods. The sample size for teacher respondents from each school was determined by using (Krejcie& Morgan, 1970) sample size determination method. Generally, the total respondent of this study are 179 (53.23%); (male=142 and female=37).

Simple random sampling was selected for the purpose of ensuring any individuals an equal probability of being selected from the population and any bias in the population being equally distributed among the people chosen. A typical procedure used in this study as follows: First, secured a list of the entire population in which every subject is listed only once. Second, it assigned a number to each individual (or site) in the population. Third, it used a mechanical device table of random numbers to select the subjects that

will constitute the sample. Then, starting at the upper left in the random numbers table, match the numbers on the list to the numbers in the table.

Table 1 : Sample Size and Techniques

No	Woreda Name	School Name	population			Sample Size			Sample technique
			M	F	T	M	F	Total	
1	Hidhabu Abote	G/Tadessie Birru	50	9	59	26	5	31 (53.23%)	Simple random
2	Fitche	Abdisa Aga	59	16	75	31	9	40 (53.23%)	“
3	Degem	Degem	34	11	45	18	6	24 (53.24%)	“
4	Kuyyu	Gerbe Guracha	64	18	82	34	10	44 (53.23%)	“
5	Yayya Gulale	Fital	28	5	33	15	3	18 (53.24%)	“
6	Wacale	Muka Turi	32	10	42	18	4	22 (53.24%)	“
Total			267	69	336	142	37	179 (53.23%)	

Source: Woreda Annual Abstract, 2018

### 3.5 Data Gathering Methods and Instruments

#### 3.5.1 Questionnaires

Since the proposed research was employed quantitative research approach, the study used questionnaires as the data gathering tool to obtain sufficient and reliable primary data. The questionnaire was prepared in English language. Because all of the sample teachers can have the necessary skills to read and understand the concepts that was incorporated in the questionnaires; there is no need to translate into regional language.

The instruments were designed for individual level unit of analysis. The questionnaire has four parts each consists of independent items. The first part of the questionnaire

contained items on the respondents' background information, categories include: gender, age, marital status, level qualification and length of service. The remains and the largest part was contain the whole number of closed question items that address the basic questions of the study intends to measure the variables in this study, namely the Job Satisfaction Questionnaire, the Organizational Commitment Questionnaire and the Turnover Intentions Questionnaire.

Most of questionnaires and its scale were adopted from theory and literatures focusing on the research questions of the study. Each respondent in the study was required to completing five measures: affective, continuance, normative organizational commitment, job satisfaction, and turnover intention. The items were prepared by using five Likert point scales in order to obtain a chance for greater uniformity of responses of the respondents that was easy to be processed. The values of the scale are in between one and five. The five points has weighed according to the degree of agreements:

The first variable of the study was job satisfaction having nine facets and this scale was taken from (Specto, 1997). It was measured using Job satisfaction Survey (JSS) questionnaire that was assess nine dimensions of job; which includes pay, promotion, supervision, fringe benefits, contingent rewards and recognition, working condition, coworkers, work itself and communication. There are thirty six (36) in statements which was derived from Specto. Each indicator has four (4) statements. The instrument was originally developed by (Specto, 1997).A five-point Likert type scale (1 = strongly Disagree, 2 = Disagree, 3 = undecided, 4 =Agree, and 5 = Strongly Agree) was used. An example of sample item "I feel satisfied with my chances for salary increases".

The Second variable is Organizational Commitment Questionnaire. This study used an organizational commitment scale adopted from the scale developed by Meyer and Allen (1997).The scale measured three distinct dimensions of commitment -affective commitment (AC), continuance commitment (CC), and normative commitment (NC). Each of the three dimension-based subscales (i.e., affective commitment, continuance commitment, and normative commitment) has 6 items. A five-point Likert type scales



ranging from “strongly agree” to “strongly disagree” was used. An example of sample item “I real feel as if this school’s problem is my own” (affective commitment).

The third variable is Turnover Intention Questionnaire (TIQ) consisted 14 items was developed by Gyezaho (2014).It used to measure the intention of respondents to quit or stay in schools. An example of sample items- “If my salary is not increased, I will quit this school”. Five-point Likert type scale (1 = strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, and 5 = Strongly Agree) was used in each item.

### 3.5.2 Scoring procedure

To score level of job satisfaction, organization commitment and teacher’s turnover intention response options were assigned a weighted score with strongly disagree having a value of one and strongly agree having a value of five. The quantitative survey instrument yielded a total of 36 scores that were averaged to form an overall measure of job satisfaction. Teachers who had a high score were very satisfied (maximum score of 5 x 36 questions = 180) while teachers with a low score were very dissatisfied (minimum score of 1 x 36 questions = 36) with their jobs.

In the analysis to make the interpretations meaningful, all scale scores were converted to a percentile mean scores are changed into percentage scores using the formula, (Rao & Abraham; 1991cited in Mulatu Takele ,2013): job satisfaction percentage score = (Mean value-1) x 25; where the score 1 corresponds to 0%, 2 represents 25%, 3 corresponds to 50%, 4 represents 75% and 5 represents 100%. The percentage indicates the degree at which the particular items exist in the organization under the consideration. Higher score indicates higher job satisfaction, organizational commitment and turnover intention.

### 3.6 Validity and Reliability

A pilot study was conducted on two secondary schools which including Twenty (20) teachers from each school to ascertain the reliability and validity of the research

instruments. Accordingly, Fitch number 2 and Gerbe Gurracha number one secondary school were taken. The objectives of the pilot study was to: (1) assess the practicality and appropriateness of the questionnaire and provide an indication whether the item needs further refinement; (2) obtain advisors suggestions and views on the items; (3) determine the level of difficulty of the items; (eliminate poor wording, check clarity the questionnaires items and instruction) and (4) assess the reliability of the questionnaire.

The content and face validity of the questionnaires was not be checked using statically significance test. It was based on subjective judgment. In this study both contents were critically examined by researcher, participants of the pilot study and advisors. Content Validity has to do with the researchers' interpretation of what the instrument measures (Spector, 1997). An instrument is valid if it measures what is supposed to measure. Accordingly the content validity was assured. To check the reliability of the questionnaires in the study, Cronbach alpha was computed using SPSS. Cronbach's alpha coefficient is the commonly considered as an "index of reliability associated with the variation accounted for the true score of the underlying construct" (Reynaldo & Santos, 1999). According to Hair, Babin, Anderson and Tatham (2010) an acceptable reliability coefficient is greater than or equal to 0.70. Teachers' job satisfaction, organizational commitment and turnover intention questionnaire was pilot tested on fourteen teachers.

The resulting Cronbach's alpha coefficients value in this study for job satisfaction questionnaire were 0.770, for organizational commitment sub-scales was 0.747 and for turnover intention 0.822. In further analysis instrument was used in a study by Tarigan and Amiani (2015) an internal consistency reliability estimates were achieved (0.805) for affective commitment, continuance commitment (0.773) and (0.83) for normative commitment, for job satisfaction 0.852 and for turnover intention 0.931. Meyer and Allen (1990) found an alpha of 0.87 for affective commitment, 0.75 for continuance and 0.79 for normative. Therefore, from sample analyzed it can be concluded that consistency levels among individual variables (job satisfaction, organizational commitment and

teacher's turnover intention) were relatively high. This implies that the instrument employed in this study was reliable.

### 3.7. Data Collection Procedures

The study was intended to collect data from teaching staff of selected secondary schools through questionnaire. The authorized official cooperation letters was received from Department of Psychology, Jimma University for ethical clearance. Then, it was sought permission and follow ethical consideration relates to studies, aware, endorsement from schools of particular study. After getting approval, the letter was sent to the target schools' principals. Moreover, the venue and convenient time to fill-out the questionnaire was arranged. Then after, the agreement and appointee date was demarked from the respondents, the researcher and representative of the schools assembled the respondents and given orientation about the objectives of the study and questionnaire at appoint time and place briefly. The participants were assured that any information or data obtained is strictly confidential and were completely kept in anonymity. Four data collectors responsible for distributing and collecting questionnaire were assigned and briefed them. The questionnaires were distributed to the target respondents and it took between 20 to 30 minutes to complete the survey and all responses were submitted anonymously.

### 3.8. Ethical consideration

An approval letter to conduct the study it a form of permission letter was secured from College of Education and Behavioral Science Research and Postgraduate Coordination Office. Then, the letter was given to north shoa educational office, woreda education offices and school principals and a consent letter was prepared to help respondents make an informed decision. Rapports were created with respondents and encouraged to feel free. Voluntary participation was assured. Agreement to complete the questionnaire was worked as an informed consent. Research participants were assured about the confidentiality, privacy and anonymity of the data. Participants were given all the

required information on the purpose and objectives of the study in order for them to make informed decisions as to whether to take part or not.

Moreover, all information concerning the identity of respondents was treated with utmost confidentiality. Finally, he had to provided full information to his/her potential participants that matter to the study including the non-disclosure of information, the right to withdraw consent and to discontinue participation in the research at any time without prejudice to the participant, and were informed them an opportunity to ask questions the teachers were not coerced by principal, supervisors and colleagues, were ensured issues exposing participants to physical or mental stress ,sensitivity to people (e.g. age, ethnicity, gender, culture, religion and language).

### 3.9. Data Analysis Procedures and Interpretation

The data was collected, edited, screened for error and omission, accuracy, uniformity and completeness and then was coded and tabulated before statistical analysis was carried out. Then, it was analyzed using SPSS version 20 and was used various statistical analysis techniques. The overall levels of teachers' job satisfaction, organizational commitment and turnover intention were analyzed using descriptive statistic such as frequency, mean, percentage and standard deviations. Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. According to Pratiwi, P.F and Welly, J.(2014, p.570) the strength of descriptive statistics is its ability to collect, organize and compare vast amounts of discreet categorical and continuous non discreet (numerically infinite) data in a more manageable form. Though descriptive statistics used for demographic variable, the descriptive statistical analysis was conducted to search the mean value for each independent variable to show the level of teacher's job satisfaction, organizational commitment and turnover intention.

Correlation analysis (Pearson Correlation Coefficient) was used to determine how teachers' job satisfaction and organizational commitment related to teachers' turnover

intention. Finally, multiple regression analysis was conducted to find out how teachers' job satisfaction and organizational commitment predicts teacher's turnover intention adjusted for demographic variables.

## CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter presents analysis and interpretation of data. The target population consisted of 1493 respondents. Out of this, samples of 179 respondents were taken. Questionnaires were distributed to 179 respondents.

### 4.1 Demographic Information of the Respondents

179 respondents' were participated to know how teachers' job satisfaction and organizational commitment predicts teacher's turnover intentions in the study area. Table 2 below indicates the demographic characteristics of respondents in terms of sex, age, marital status, educational status and teaching experience.

Out of 179 participants (142/79.3 %) were male; majority of the participants (80/44.7%) in the age group of 21-30. It indicated most of the teachers were young, which is in the productive and high opportunity for promotion and advancement. Thus, it needs great attention to retain those youngsters to be satisfied and committed with their job and profession. The highest academic qualification of the respondents was a bachelor's degree (160 /89.4%). Only (16/8.9%) of the respondents hold masters' degrees. This is consistent with the Ethiopian secondary education training system that requires of teachers who teach in secondary schools to have a minimum qualification of at least a bachelor's degree. Moreover, teachers service year were investigated in this study; thus the majority of teachers (67/37.4%) had between 6-11 years of work experience. Therefore, it can be concluded that most of the teachers in north shoa secondary schools had working experience found between 6-11 years were less loyal and the individual will likely to leave their profession at a certain time period voluntarily for alternative job and thus it leads to actual turnover.

Table 2 : Demographic characteristics of the respondent teachers (179)

Variable	Category	Frequency	Percent	
Gender	M	142	79.3	
	F	37	20.7	
	Total	179	100	
Age	21-30	80	44.7	
	31-40	74	41.3	
	41-50	19	10.6	
	>50	6	3.4	
	Total	79	100	
	Marital Statues	Married	130	72.6
		Windowed	1	0.6
Unmarried		45	25.1	
Divorced		3	1.7	
Total		179	100	
Educational level	Diploma	3	1.7	
	Degree	160	89.4	
	Master	16	8.9	
	Total	179	100	
Work experience	0-5	25	14	
	6-11	67	37.4	
	12-17	48	26.8	
	18-24	23	12.8	
	>25	16	8.9	
	Total	179	100	

## 4.2 Descriptive Statistics for Response on levels of Teachers' Job Satisfaction.

In this study, respondents were requested to indicate their levels of agreement on the statements about feeling of job satisfaction with a self-reporting questionnaire including nine facets of job were employed. This can be described in quantitative data collected from the respondents in such a way that indicates teachers' level of satisfaction in each facet and their overall job satisfaction. Based on Herzberg's two factor theory of motivation and job satisfaction, the study was grouped into factors influencing teachers' job satisfaction two broad categories namely extrinsic and intrinsic factors. Extrinsic factors are coming from the organizational context (Salary, supervision, co-workers, fringe benefits, operating condition, and communication). While promotion, reward and recognition and work itself were included under intrinsic factors.

Table 3 : Frequency, percentage, overall mean and standard deviation of pay

Items	N	%	M	SD
I feel I am being paid a fair amount for the work I do.	87	25.25	2.01	1.23
Raises are too few and far between.	48	42	2.68	1.33
I feel unappreciated by the organization when I think about what they pay me.	59	45.5	2.82	1.38
I feel satisfied with my chances for salary increases.	59	37.75	2.51	1.41
Average		37.625	2.51	0.892

Key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

The results in table 3 showed that teacher respondents mostly dissatisfied with all of the 4 statements. A variable mean of 2.51 and standard deviation 0.892 indicates that teachers were very dissatisfied with this aspect of their pay. The highest area of dissatisfaction or disagreement had to do with the appropriateness of their paid a fair amount for the work they do the mean value and standard deviation was 2.01 and 1.23 respectively. 45.5



percent of the respondents expressed their disagreement with the statement “I feel unappreciated by the organization when I think about what they pay me” (N= 59, 45.5) which mean value was 2.82 and standard deviation was 1.38.

Table 4 : Frequency, percentage, overall mean and standard deviation of firings benefit

Items	N	%	M	SD
I am not satisfied with the benefits I receive.	47	50.25	3.01	1.349
The benefits we receive are as good as most other organizations offer	39	44.25	2.77	1.392
The benefit package we have is equitable.	45	46.5	2.86	1.282
There are benefits we do not have which we should have.	49	39.5	2.58	1.348
Average		45	2.8	0.94

A key where by N = Number, % = Percent M=mean, SD=standard Deviation was used.

Table 4 indicates that more than 40% (N=45, 44.5 %) of the respondents reported their disagreement with the statement that “There are benefits we do not have which we should have” the mean value was 2.58 and standard deviation was 1.348. Similarly, the majority of the teacher respondents (N=47, 50.25%) were not satisfied with the benefits they receive with mean value was 3.01 and standard deviation 1.344. A variable mean of 2.8 and standard deviation 0.94 indicated that the teachers were dissatisfied with the fringe benefits they received.

Table 5: Frequency, percentage, overall mean and standard deviation of supervisors

Items	N	%	M	SD
My supervisor is quite competent in doing his/her job.	43	45.75	2.83	1.38
My supervisor is unfair to me.	39	50.75	3.03	1.44
My supervisor shows too little interest in the feelings of subordinates.	44	52	3.08	1.39
I like my supervisor.	49	49.75	2.99	1.46
Average		49.56	2.98	0.945

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

The descriptive statics result for supervisors variable indicates that the total percentage score for this dimension was 49.56%, mean 2.98 whereas the standard deviation was 0.945 which indicate the existence of teachers dissatisfying for this variable. The table also illustrated that more than 45% of the respondents were dissatisfied with the statements of "My supervisor is quite competent in doing his/her job" (N= 43, 45.75 %) which mean score and standard deviation were 2.83 and 1.38 respectively. Just more than half of the respondents were moderately satisfied with the idea of "My supervisor shows too little interest in the feelings of subordinates"(N=44,52%).In general the analysis of some items under supervision indicates low score, so as to improve the incompetence of supervisors education sector should prepare training oriented supervision through workshop and seminar.

Table 6: Frequency, percentage, overall mean and standard deviation of coworkers

Items	N	%	M	SD
I like the people I work with.	75	72	3.88	1.29
I find I have to work harder at my job because of the incompetence of people I work with.	50	58.5	3.34	1.37
I enjoy my coworkers.	60	66.5	3.66	1.34
There is too much bickering and fighting at work.	56	44.25	2.77	1.48
Average		60.31	3.41	0.92

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

Table 6 indicates most of the respondents were moderately satisfied with each of the items stated except the statement of “There is too much bickering and fighting at work” which mean value and standard deviation were 2.77 and 1.48 respectively. But more than 70 % of the teacher respondents were moderately satisfied with the ideas “they like the people they work with” (N=75, 72.7%) with mean values and standard deviation of 3.88 and 1.2 respectively. Also, about 60% of the respondents were moderately happy with the type of work teachers’ relations ship with their colleagues. This was evident from the variable mean of 3.41 and standard deviation of 0.92, a value above average satisfaction on a scale of 1=strongly disagree/dissatisfied to 4=strongly satisfied/agreed.

Table 6 : Frequency, percentage, overall mean and standard deviation of operating condition

Items	N	%	M	SD
Many of our rules and procedures make doing a good job difficult.	48	54.875	3.19	1.29
My efforts to do a good job are seldom blocked by red tape.	47	48.5	2.94	1.37
I have too much to do at work.	59	60.25	3.41	1.39
I have too much paperwork.	59	55	3.2	1.31
Average		54.5	3.18	0.95

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

Operating condition was one of the important tools which help the teachers to perform their effectiveness of organization as well as teachers performance. From this table one can understand that the average scores of “My efforts to do a good job are seldom blocked by red tape” were 2.94 with the standard deviation of 1.37, which indicates teachers, were dissatisfied with this statement. However, nearly 60% of the sample were moderately satisfied with “I have too much to do at work”, (N=59, 60.25%). Overall, teachers were moderately satisfied operating condition with average mean value of 3.18 and standard deviation of 0.95.

Table 7: Frequency, percentage, overall mean and standard deviation of communication

Items	N	%	M	SD
Communications seem good within this school.	63	62.75	3.51	1.29
The goals of this organization are not clear to me.	48	40.75	2.63	1.37
I often feel that I do not know what is going on with the school.	44	46.25	2.85	1.39
Work assignments are not fully explained.	49	46.75	2.87	1.31
Average		49.09	2.96	0.897

Key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

From this table we can see that total percentage score was 49.09, mean of 2.96 and standard deviation of 0.897 which depicted that most of the respondents were dissatisfied. This was evident from the variable mean of 2.96, a value below average satisfaction on a scale of 1=strongly disagree/dissatisfied to 4=strongly satisfied/agree. Even though more than 35% of the teacher respondents were dissatisfied with the respect to “The goals of this organization are not clear to them” (N=48, 40.75%); almost 60 % of them were moderately satisfied with the statement of “Communication seem good within this school” (N=63, 62.75 %).

Table 8: Frequency, percentage, overall mean and standard deviation of promotion

Items	N	%	M	SD
There is really too little chance for promotion on my job.	42	44.75	2.79	1.349
Those who do well on the job stand a fair chance of being promoted.	63	41.5	2.66	1.254
People get ahead as fast here as they do in other places.	48	46.75	2.87	1.311
I am satisfied with my chances for promotion.	41	53.25	3.13	1.398
Average		46.563	2.86	0.86

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used

As it is illustrated in the table 9 the overall score for promotion dimension was 46.563% with mean of 2.86 and standard deviation was 0.86 which is below the mean average measurement of overall job satisfaction .This indicate teachers held strong negative views of the opportunities they had for advancement and promotion. Among the measurements of promotion dimension presented, the majority of the respondents disagree with the statement “Those who do well on the job stand a fair chance of being promoted” (N=63, 41.5%) with mean score and standard deviation was 2.66 and 1.25 respectively. Slightly more than 50% of the respondents expressed their happiness with the opportunities for promotion (N=41, 53.25%) with mean of 3.13 and standard deviation of 1.398.

Table 9: Frequency, percentage, overall mean and standard deviation of reward and recognition

Items	N	%	M	SD
I do not feel my efforts are rewarded the way they should be	45	53.75	3.15	1.48
When I do a good job ,I receive the recognition for it that I should receive	70	35.5	2.42	1.42
There are few rewards for those who work here	51	44	2.76	1.362
I do not feel that the work I do is appreciated	48	54.25	3.17	1.373
Average		46.94	2.875	0.888

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used

Table 10 indicates that most of the respondents were dissatisfied with reward and recognition that was provided for them with variable mean of 2.86 and standard deviation 0.888 ,a value below average satisfaction on a scale of 1=strongly disagree/dissatisfied to 4=strongly satisfied/agree. Specifically, more than 30% of the teacher respondents were dissatisfied with recognition they received from their immediate supervisors for the good work they do (N=70, 35.5%) while more than half percentage of the respondents were dissatisfied with their schools recognition, with the statement of “they do not feel that the work they do is appreciated” (N=48, 54.25%). In general, the teachers were dissatisfied with the reward and recognition practices of their school leaders (Mean=2.875 and SD=0.888).

Table 10: Frequency, percentage, overall mean and standard deviation of work itself

Items	N	%	M	SD
I sometimes feel my job is meaningless.	51	47.75	2.91	1.5
I like doing the things I do at work.	69	62.75	3.51	1.3
I feel a sense of pride in doing my job.	55	59.5	3.38	1.3
My job is enjoyable.	48	58.75	3.35	1.35
Average		57.19	3.288	0.891

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used

According to table 11 the mean satisfaction of respondents on the work itself (mean=3.29 and SD=0.891) variable fell in the moderately satisfying range. The mean of 2.91 and standard deviation 1.51 also indicated that the teachers were on average below satisfied with this aspect of the work itself which the asserted the statements of “they sometimes feel their job is meaningless” (N=51, 47.75%). However, (N=69, 62.75%), of the teacher agreed with the statement “I like doing the things I do at work”.

#### 4.3 Descriptive Summary of overall job satisfaction facets.

Table 11: Mean, SD and percentage of extrinsic and intrinsic job satisfaction facets

No	Job facets description	N	M	SD	P
	Pay	179	2.51	0.892	37.625
	Benefit and firings	179	2.8	0.94	45
	Operating condition	179	2.98	0.945	49.56
	Coworkers	179	3.41	0.92	60.31
	Communication	179	3.18	0.95	54.5
	Supervisors	179	2.96	0.875	49.09
	Total extrinsic factors	179	2.97	0.92	49.35
	Promotion	179	2.86	0.86	46.563
	Recognition and Reward	179	2.875	0.888	46.94
	Work itself	179	3.288	0.891	57.19
	Total intrinsic factors	179	3.01	0.88	50.231
	Total average score	179	2.99	0.9	49.79

A key whereby% = Percent M=mean, SD=standard Deviation was used

Within the nine items of the job satisfaction scale, the three dimensions of the job with which respondents were moderately satisfied were: co-workers, work-itself and communication. From each variables teachers were relatively satisfied from coworkers followed by work itself with percentage of 60.31, mean of 3.41 and standard deviation of 0.91 and 57.19 percentage, mean of 3.288, standard deviation of 0.891 respectively. On

the contrary, pay was very low with percentage of 37.63, mean of 2.51, and standard deviation of 0.892 which means that most teachers were not satisfied with pay in the school. Table also illustrated that the lowest mean satisfaction rating next to pay were, fringe benefits, promotion, and reward and recognition factor respectively.

In general, teachers were relatively dissatisfied with these aspects of both intrinsic and extrinsic factors which accounted for a mean value of 3.01, 2.97, standard deviation 0.88, 0.92 and percentage 50.23, 49.35 as illustrated by table 6 respectively which extrinsic factors were preponderant to intrinsic factors. Furthermore, the table depicted that overall teachers' job satisfaction were least satisfied with mean value of 2.99, standard deviation of 0.9 and percentage score of 49.79. Thus pay, fringe benefits, promotion, reward and recognition were the most important facets of job satisfaction from teachers points of view. In an organization where teacher's needs are met in terms of pay, fringe benefits, promotion, reward and recognition teachers would be satisfied and for that matter have positive feelings or attitudes toward their job.

When this happens, teacher's satisfaction would influence their performance thereby increasing their productivity level and reducing turnover intention as well as actual turnover. The reverse would be the true if their needs were not met. To this end, for teachers to be satisfied with most of extrinsic and intrinsic factors of teachers' job satisfaction. The study further sought to find out teacher's organizational commitment. Respondents were asked to indicate their organizational commitment. The responses are presented in the table below 13.



#### 4.4. Descriptive Statistics for organizational commitment.

Table 12: frequency, percentage, overall mean and standard deviation of affective organizational commitment

Items	N	%	M	SD
I would be very happy to spend the rest of my career in this school	50	45	2.8	1.49
I real feel as if this school's problem are my own	57	55	3.2	1.37
I do not feel like part of the family at my school	46	54.75	3.19	1.29
I do not feel emotionally attached to my teaching	50	51.75	3.07	1.33
My profession has a great deal of personal meaning for me	65	68.75	3.75	1.31
I do not feel a strong sense of belonging to my teaching	43	52.25	3.09	1.48
Average		54.67	2.187	0.75

A key whereby N = Number, % = Percent, M=mean, SD=standard Deviation.

Table13 presents results on the mean ( $M = 2.187$ ) and percentage ( $\% = 54.67$ ) responses of respondents on affective level of organizational commitment which indicates teachers affective organizational commitment were moderate. The results therefore suggest that more than half of teachers were decided to continue or less than half will leave in the teaching profession. The respondents show average agreement for the statements “My profession has a great deal of personal meaning for me” revealing a mean score ( $M = 3.75$ ) and ( $SD = 1.31$ ) respectively. Contrarily, the mean score of respondents on the following statement “I would be very happy to spend the rest of my career in this school” ( $M = 2.8$ ) and teaching” ( $SD = 1.49$ ) indicates disagreement.

Table 13: frequency, percentage, overall mean and standard deviation of countenance organizational commitment

Items	N	%	M	SD
It would be very hard for me to leave my profession now, even if I wanted to	45	57	3.28	1.4
Too much of my life would be disturbed if I were to change my teaching profession right now.	48	39.25	2.57	1.32
Right now, staying with my school is a matter of necessity as much as desire.	43	44.75	2.79	1.27
I feel that I have too few options to consider leaving this school.	48	51.75	3.07	1.26
One of the few negative consequence of leaving this school would be the scarcity of available alternative	53	51.5	3.06	1.23
If I had not already put so much of myself into this profession, I might consider working elsewhere.	54	54	3.16	1.2
Average		49.71	2.988	0.833

A key whereby N = Number, % = Percent, M=mean, SD=standard Deviation.

With respect to teachers' level of continuance commitment, the findings as shown in table 14, indicated that teachers were less committed with the ideas "Too much of their life would be disturbed if they were to change their teaching profession right now." ( $M=2.57$ , 39.25 %,  $SD=1.32$ ). However, the teachers were moderately satisfied with the statements". It would be very hard for their leave their profession now, even if they wanted to."( $M=3.28$ , 57%,  $SD=0.833$ ). From the results, it can be deduced that most of the teachers were not committed with their job. Thus, the findings of the study clearly indicated that teachers' organizational commitment was not at a high level to keep them in the profession; this could lead to the intention of the teachers to quit.

Table 14: Frequency, percentage, overall mean and standard deviation Normative of organizational commitment

Items	N	%	M	SD
I do not feel any obligation to remain with my current employer.	48	53.5	3.14	1.3
Even if it were to my advantage, I do not feel it would be right to leave my profession now.	54	45	2.8	1.28
I would feel guilty if I left my profession right now.	51	38.25	2.53	1.29
I am in my teaching profession because of my sense of loyalty to it.	52	52.25	3.09	1.29
I would not leave my profession right now because I have a sense of obligation to a people in it.	42	45.75	2.83	1.36
I am -owing a favor a great deal to my profession.	50	53.75	3.15	1.49
Average		48.08	2.92	0.82

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

The results in table 15 showed that teacher respondents less committed with all of the 3 statements. A variable mean of 2.92 and standard deviation 0.82 indicates that teachers were less committed with this component of their organizational commitment. The highest area of low commitment or disagreement had to do with the statement of “I would feel guilty if I left my profession right now”, the mean value and standard deviation was 2.53 and 1.29 respectively. Slightly more than half percent of the respondents expressed their agreement with the statement “I am -owing a favor a great deal to my profession” (N= 50, 53.75%) which mean value was 3.15 and standard deviation was 1.49.

#### 4.5. Descriptive Statistics for overall organizational Commitment.

Table 15: Summary of overall organizational commitments

Three components of organizational commitments	N	Mean	SD	Percentage
Affective Commitment	179	3.18	1.38	54.58
Continuance commitment	179	2.99	1.33	49.71
Normative Commitment	179	2.92	1.32	48.08
Average organizational commitment	179	3.03	0.888	50.79

A key whereby N = Number, % = Percent M=mean, SD=Standard Deviation was used.

The results in table 16 showed that teachers respondent were moderately committed with overall organizational commitment; a mean value of 3.01 and standard deviation of 0.801. The table also indicated that teachers were moderately committed with of this affective organizational commitment but less committed with continuance and normative commitment. This means that teachers in the sampled school have high emotional attachment to their school and relatively lower feeling level of obligation to stay in their present schools.

Table 16: Frequency, percentage, overall mean and standard deviation teacher's Turnover Intention

Items	N	%	M	SD
Many times I think of searching for a new job in another organization	51	57.25	3.29	1.44
I often think of acquiring a new job in another organization	47	55.5	3.22	1.44
If I got a better job with better remuneration, I would definitely leave	62	64.25	3.57	1.33
I believe that there are better job opportunities outside this school	55	61	3.44	1.36
I think that leaving this school will lead me to a kind of future I want	50	60	3.4	1.32
I would be very happy to stay and work for this school	42	45.5	2.82	1.4
I think that quitting one job to another is unethical	45	43.75	2.75	1.4
I want to stay and work for this school a little longer	43	53.75	3.15	1.3
It will be very costly for me if I leave this school	43	50	3.02	1.42
I feel that working for this school has not helped me to achieve my personal goals	43	52.25	3.09	1.44
If my salary is not increased, I will quit this school	48	54.5	3.18	1.47
My school does not honor teachers' contracts, so I want to look for another job elsewhere	41	55	3.2	1.38
I am still working for this school because I have no option	43	54	3.1	1.45
I don't feel comfortable working for this school	43	53.75	3.15	1.37
Average		54.3	3.17	0.94
			2	4

A key whereby N = Number, % = Percent M=mean, SD=standard Deviation was used.

From table 17 it was demonstrated that the mean value and percentage for all items scored from organization variables of teacher’s turnover intention were 3.172 and 54.3% respectively. It indicates that more than 64.25 % of teachers were strongly agreed with the statements of “If they got a better job with better remuneration, they would definitely leave” which was the highest mean value registered. This finding suggests that majority of the teachers would leave the teaching profession if they got a better job with better remuneration. On the contrary, the statement “they think that quitting one job to another is unethical” with the mean score of 2.75 and percentage score with 43.75 indicates that, they are disagree on an unethical issues of leaving teaching profession.

Table 17: Teachers Level of Job Satisfaction, Organizational Commitment and Turnover intention

	Variables	Percentage	Mean	Standard deviation
1	Job satisfaction	49.79	2.99	0.9
2	Organizational commitment	50.79	3.03	0.888
3	Turnover Intention	54.3	3.172	0.944

As shown in table 18, teachers in the sampled schools had slightly below average (*Mean*=, 2.99, *SD*=0.9) level of job satisfaction. Similarly, the teachers level of organizational commitment in the sampled school was found to be moderate (*Mean*=3.03, *SD*=0.888).More so, the level of teacher’s turnover intention in sampled schools had slightly above average (*Mean*=3.172, *SD*=0.944).

In general, it provides the direction to the management to predict the actual behavior by stating that next year should there be alternative, they will quit or stay. This implies that the teachers in the high government schools in some selected north shoa for the study had probability that an individual will change his or her job within a certain time period voluntarily and thus it leads to actual turnover. This also resulted in the school will lose teachers with high degree of knowledge, skill and abilities. This could be attributed to the

fact that the teachers were not satisfied with pay, promotion, firing benefit, reward and recognition and less committed with continuance and normative commitment.

#### 4.6 Job satisfaction with its facets as predictor of teacher’s turnover intention.

Pearson product- moment correlation coefficient was employed to determine the relationships that exist among the study variables and was subject to one- tailed test of statistical significant. The correlation was significant at  $p < 0.000$  probability level. Correlation coefficient (r) was interpreted according to the guidelines recommend by Cohen (1988), i.e. small ( $r = .10 - .29$ ), moderate ( $r = .30 - .49$ ) and large ( $r = .50 - 1.0$ ).

Table 18: Pearson product- moment correlation coefficient Teacher’s Job satisfaction with its facets as a predictor of teacher’s turnover intention

	Pay	Promotion	Supervisors	Benefit and Fring	Operating condit	Coworker	work itself	Communication	Reward	Recognition	Job Satisfaction
r	-.433	-.153	-.357	-.370	-.415	-.268	-.288	-.334	-.171	-	-.492
Turnover intention p	.000	.000	.000	.021	.000	.000	.000	.000	.011	.000	.000

The results obtained from table 19 revealed moderate negative significant between overall job satisfaction and teacher’s turnover intention ( $r = -.492$ ,  $n = 179$ ,  $p = 0.01$ ) and its job satisfaction facets such as pay ( $r = -.433$ ,  $n = 179$ ,  $p = 0.01$ ), operating condition ( $r = -.415$ ,  $n = 179$ ,  $p = 0.01$ ), communication ( $r = -.334$ ,  $n = 179$ ,  $p = 0.01$ ), Firing benefit ( $r = -.370$ ,  $n = 179$ ,  $p = 0.021$ ), supervisors ( $r = -.357$ ,  $n = 179$ ,  $p = 0.01$ ). In the same table it also indicates that teachers turnover intention has small relationship with some of its facets of job satisfaction such as ,coworkers ( $r = -.268$ ,  $n = 179$ ,  $p = 0.01$ ), work itself and ( $r = -.288$ ,  $n =$

179,  $p= 0.01$ ), promotion ( $r=-.153$ ,  $n= 179$ ,  $p= 0.01$ ), recognition and reward ( $r=-.171$ ,  $n= 179$ ,  $p= 0.011$ ). This implies that as the turnover intention increases teachers' job satisfaction decreases and has negative relationship which is statically significant. Furthermore, correlation analysis revealed that job satisfaction facets and turnover intention such as pay, supervision, communication, operating condition and firing benefit had more effect on teacher's turnover intention.

Table 19: Pearson product- moment correlation coefficient for teacher's organizational commitment to its components as a predictor of Turnover Intention

		Affective	Continuance	Normative	Organizational Commitment
Turnover	R	-.195	-.254	-.300	-.330
Intention	P	.004	.000	.000	.000
	N	179	179	179	179

The results in table 20 illustrated that, there is a statistically significant negative relationship between teachers over all organizational commitment and teachers' turnover Intention ( $r=-.330$ ,  $P =.01$ ). This means that as teachers organizational commitment decrease, teacher's turnover intention increases and vice versa. In another sense higher organizational commitment will lead to lower turnover intention. Similarly, there is statistically significant negative relationship between three subscales of organizational commitment and teacher's turnover intention. Even if all organizational commitment predictor of teacher's turnover intention the normative commitment being stronger predictor than affective and continuance commitment which were the ( $r = -0.300$ ,  $P$  value= $0.01$ ), ( $r=-0.254$ ,  $P =0.01$ ), ( $r=-0.195$ ,  $P =0.004$ ) respectively or in another sense teacher's turnover intention has possess moderate relationship with normative commitment while continuance and affective commitment has indicated availability small relationship with teacher's turnover intention. In general the negative value of the correlation coefficients for all these aspects of the independent variables showed that the



higher the level of these organizational commitment and job satisfaction the lower the turnover intentions and vice versa.

Finally, to answer the fourth research question multiple regression and stepwise regression analysis was computed for job satisfaction and organizational commitment with adjusted selected demographic variables as a predictor of teacher's turnover intention.

4.7. How does teacher's job satisfaction and teacher's organizational commitment predict teacher's turnover intention adjusted for demographic variables (gender, marital status, educational level, experience)?

Table 20: Model 1 Summary of the multiple regression analysis for the combined effect of organizational commitment and job Satisfaction to the prediction of turnover intentions of secondary schools teachers

Model		Sum of square	Df	Mean square	F	p
R=.516	Regression	8267.99	2	4133.99	31.878	0.01
R <sup>2</sup> =.266	Residual	22824.14	176	129.68		
Adjusted R Square=0.258	Total	31092.13	178			

a. Predictors: (Constant), Organizational Commitment, job Satisfaction; b. Dependent Variable: Turnover Intention

The result in table 21 reveals that there was negative and significant predicting variables of organizational commitment and job satisfaction predict the dependent variable of turnover intention of secondary school of teachers. The value of the coefficient of determination  $R^2 = 0.266, F(2,178) = 31.88; P=.01$  implies that organizational commitment and job satisfaction contribute about 27 % of the turnover intention of in some selected secondary school teachers in north shoa. It means that there are some other

factors, not part of study, which also have 73 % influence on teachers' turnover intention. At the above table, R value is the correlation coefficient between the dependent variable and the independent variable was taken together. The R value is negative and has a moderate correlation between dependent variable of teachers' turnover intention and independent variables (job satisfaction and organizational commitment). To determine the contribution of each of the predictor variables to the prediction of the criterion variable, a stepwise regression analysis was undertaken.

Table 21: Model2 Summary of the Stepwise Multiple Regression Analysis for the Combined Effects of Organizational Commitment and Job Satisfaction on Turnover Intention of Secondary School Teachers

Model	R	R <sup>2</sup>	Adjusted R square	Std. error of the estimate	Change statistics					
					R change	square	F change	d.f1	d.f2	p
1	.49	.24	.24	11.53	.24		56.62	1	177	.01
2	.52	.27	.26	12.51	.03		11.39	2	178	.019

*Note.* (a) Predictors: (Constant), job satisfaction; (b) Predictors: (Constant), organizational commitment, job satisfaction

The results in table above showed that when job satisfaction was entered into the regression model as the first predictor variable based on the strength of its relationship with turnover intention, there was a significant effect to the prediction of turnover intention ( $R^2 = .24$ ,  $F(1,177) = 56.62$ ;  $p = .01$ ). By this, teachers' job satisfaction alone accounted for 24 percent of the variance in turnover intention. When organizational commitment was introduced into the regression model as the second predictor variable, together with job satisfaction, it revealed a significant effect on turnover intention ( $R^2 = .27$ ,  $F(2,178) = 11.3878$ ;  $p = .019$ ). This revealed that organizational commitment and job

satisfaction together predicted 3% of the turnover intention. In effect, organizational commitment was able to add about 3 percent to the predictor of teachers' turnover intention.

Table 22: Beta Coefficients and t ratio for relative effect of organizational commitment and job satisfaction to the prediction of turnover intentions of secondary school teachers

	Unstandardized		Standardized		
	Coefficients		Coefficients Beta		
	<i>B</i>	Std.Erro		<i>t</i>	<i>P</i>
(Constant)	83.491	5.17		16.15	.01
JS	-.262	.043	-.429	-6.14	.01
OC	-.200	.084	-.166	-2.38	.019

a. Dependent variable: turnover intention

The results in table 23 above illustrated that job satisfaction was the most potent variable followed by organizational commitment for the predictor of teachers' turnover intentions of secondary schools. In other words the independent variables (organizational commitment and job satisfaction) made significant relative contribution to the turnover intention in some selected high government schools' teachers in north shoa. Job satisfaction made the highest contribution ( $\beta=-.429$ ;  $t= -6.139$ ;  $p=.01$ ) follow by organizational commitment ( $\beta=-.166$ ;  $t= -2.38$ ;  $p=.019$ ). This implies that turnover intention to a large extent depends on organizational commitment and the level of job satisfaction of the secondary school teachers.

Table 23: Teacher's Job satisfaction and organizational commitment as a predictor of teacher's turnover intention adjusted for demographic variables (gender, marital status, educational level, experience).

Regression		ANOVA		Change statics					
Model		Sum of square	Df	Std. Error	R <sup>2</sup> Chang	F change	Mean square	F	P
R=.115	Regression	409.57	3	13.32	.013	.46	2934.13	.46	.804
R <sup>2</sup> =.013	Residual	30682.56	17				127.37		
Adjusted R <sup>2</sup> = -0.015	Total	31092.13	17						

a. Predictors: (Constant), Work experience, Gender, Educational level, Marital Statues, age

b. Predictors: (Constant), Work experience, Gender, Educational level, Marital Statues, age, Job Satisfaction, JCS1

Table 24; Model Summary Teacher's Job satisfaction and organizational commitment as a predictor of teacher's turnover intention after adjusted for demographic variables (gender, marital status, educational level, experience).

Model	R	R <sup>2</sup>	Adjusted R square	Std. error of the estimate	Change R square	F change	df1	df2	P
1	.115	.013	-.015	13.31750	.013	.462	1	173	.804
2	.538	.289	.260	11.36780	.276	33.216	2	171	.000

a. Predictors: (Constant), Work experience, Gender, Educational level, Marital Statues, age

b. Predictors: (Constant), Work experience, Gender, Educational level, Marital Statues, age, Job Satisfaction, JCS1

Table 25: Beta Coefficients and t ratio for relative effect of organizational commitment and job satisfaction adjusted for demographic variables to the prediction of turnover intentions of secondary school teachers.

Model		Unstandardized Coefficients		Standardize	T	P
		B	Std. Error	d Coefficients		
1	(Constant)	37.853	8.079		4.686	.000
	Gender	3.382	2.482	.104	1.362	.175
	Age	1.047	1.742	.062	.601	.549
	Marital Statues	.508	1.140	.036	.446	.656
	Educational level	.358	3.203	.009	.112	.911
	Work experience	-.314	1.237	-.027	-.254	.800
2	(Constant)	79.254	8.796		9.010	.000
	Gender	4.342	2.122	.133	2.046	.042
	Age	.997	1.487	.059	.670	.504
	Marital Statues	.793	.973	.055	.815	.416
	Educational level	-1.505	2.749	-.036	-.548	.585
	Work experience	.072	1.060	.006	.068	.946
	Job Satisfaction	-.268	.043	-.439	-6.253	.000
	JCS1	-.206	.085	-.172	-2.442	.016

a. Dependent Variable: Turnover intention

To identify whether job satisfaction and organizational commitment effect on turnover intention for adjusted variables, first step turnover intention was regressed on all the control variables (gender, age, marital status, work experience and educational level) and the model was insignificant with ( $R^2 = .013$ ;  $F(1,173) = 0.462$ ,  $p > .05$ ), this mean that the adjusted variables alone can't predict the basic teachers' turnover intention. Then, job

satisfaction and organizational commitment was added in to the model and the model is significant at  $p < .05$  and  $R^2 = 0.289$ . A regression analysis revealed gender, job satisfaction and organizational commitment towards teacher's turnover intention had a statistically significant relationship,  $R^2 = 0.289$ ,  $F(2, 171) = 33.216$ ,  $p < .05$ . This revealed that organizational commitment, job satisfaction and gender together predicted 27.6% of the turnover intention. In effect 1.3 % of the variance on turnover intention was explained for by the variance in gender. After adjusting the respondents' age, gender, marital status, work experience and educational level, the result illustrated that only gender with  $\beta = 0.13$  possess significant relationship with turnover intention. Job satisfaction was found to be a statistically significant predictor of teacher's turnover intention,  $\beta = 0.439$ ,  $t(2, 171) = 6.25$ ,  $p < .05$  than organizational commitment and gender. On the other hand, age, educational level, marital status and work experience did not predict teacher's turnover intention,  $P > .05$ .

## CHAPTER FIVE: DISCUSSION

The main purpose of this study was to investigate how teachers' job satisfaction and organizational commitment predicts secondary school teacher's turnover intention in some selected north shoa government schools. The chapter presents empirical findings of the main research objectives and discusses the findings in relation to existing literatures. It started with the discussion of findings obtained from descriptive statistics on the level of teachers' job satisfaction, organizational commitment and teacher's turnover intention; then the results of correlation and multiple regressions as follow:

With respect to level of teachers' job satisfaction the statistical results obtained in this study was found to be low which was slightly below the average. The meaning of lower level of job satisfaction was schools teachers' were not satisfied with their job. The present finding is not inconsistent with the finding of some of the past studies which found different level of job satisfaction. Several past studies assessed teachers' level of job satisfaction from different contexts (see for example ,Kosi et al., 2015; Sharma & Jyoti, 2009; Mughar et al., 2016, Gedafu, 2012; Desita, 2014; Mohammad, 2013; Teferi et al., 2016; Shah& Jumani, 2015;Ali,2014; Yilak et al.,2017; Emoja,2016;Tesfaye,2014; Masindi,2015).

In the study of Sharma and Jyoti (2009); Masindi (2015) they found out that job satisfaction was relatively high. Similar findings have been reported by Mughar et al., & Emoja (2016).In contrast Mohammad (2013); Desita (2014) they attempted to find out the level of teachers job satisfaction were low. In addition, Gedafu (2012) found in their investigation in to 11 schools with 300 teachers from secondary schools in Addis Ababa teachers had low job satisfaction. It was suggested that almost more than 50% of teaches have low level of job satisfaction, which reveals that the schools' in Addis Ababa have critical problems about condition with teachers in their community and educational system.

The present study also examined teachers' were moderately satisfied to intrinsic factors than extrinsic factors of job satisfaction. This finding was consistent with the findings of (Desita, 2014 & Gedafu, 2012). In contrast study done by Mahdi, Zin, Nor, Sakat and Naim (2012) they found that employees dissatisfying with intrinsic job satisfaction rather than extrinsic job satisfaction. Low teacher's job satisfaction mainly attributed to low level of teachers satisfying with pay, firing benefits, promotion, recognition and reward, and supervisors. Salary, fringe benefits, and promotion were reported by the teachers as the major sources of their job dissatisfaction. Similar findings have been consistently reported by (Ali, 2014; Gedafu, 2012; Desita, 2014).

Of all these facets the study found out pay satisfaction rating was very low. This finding supported with some recent studies done by (Salleh et.al, 2012; Shah & Jumani, 2015; Desita, 2014; Mughar et al., 2016). On the contrary, some other earlier studies asserted that teachers derives their satisfaction from the positive interaction had with their students (Shann, 2001). Her finding also suggested that teachers' job satisfaction with pay ranked lowest of other fourteen job facets. Similar support asserted by Luthans (2005) pay was not had top priority, it has the least mean satisfaction rate. Higher level of pay dissatisfaction may be due to the fact that teachers present cost of living such as raising house rent and cost of families can be increased. On other hand high inflation rate and ever soaring prices of commodities become intensifies teacher's low level of pay satisfaction. This implies that money is major sources of satisfaction to most school teachers. This may be serious implication for the teachers, classroom performances and quality of education provided. It also may affect their commitment to education reforms, values and will increase the probability that teachers will leave teaching profession.

The current study also showed that firing benefits were other dissatisfying facets of job satisfaction among teachers. These were consistent with the conclusions in other studies done previously (Desita, 2014; Gedafu, 2012; Tesfaye, 2014; & Ali, 2014, Kosi et al., 2015). The firing benefits may include transport and housing allowances, residential, bonus, health insurances and medical care. The greater the firing benefits offered within the sector, the higher it is likely to be the level job satisfaction increased by the teachers.



Moreover, promotion opportunities were also other dissatisfying facets of job satisfaction among study participants. This finding is in conformity with the findings of several past studies (Ali, 2014; Gedafu, 2012; Owhondah, Onuoha & Akhigbe, 2016; Mughar et al., 2016). This result however, contradicts some studies that have suggested that teachers exhibited high promotion levels of satisfaction (Salleh et al., 2012). Researchers believed that their opportunities for promotion were not free from any prejudice; it was unfair and discriminated against many of them. It seems that in our region teachers' promotion is not based on efficiency and experience. There are other additional criteria that should be members of an existing political party. Only those individuals who are highly involved in political activities get the chance for those positions. Unfair promotion policies perceived by teachers might have had a bad consequence on their schools' overall performance.

This desire is related to the fact that promotion would lead to an improved and more teachers' opportunities and to progression in the career ladder. However, the researcher seems that if a teacher performs his/her teaching responsibility actively, he/she will attain the next level of the career structure. Hence, career progression was perceived to be a gradual acquisition of teaching skill and performance. Overall the researcher believed that the greater the chances are for promotion within the schools, the higher it is likely to be the level of job satisfaction perceived by the teachers.

Another major finding as the teachers' job dissatisfaction is the lack of reward and recognition they receive from educational leaders at each level. This finding is not consistent with the finding of some of the past studies which found teachers' satisfied with reward and recognition (Shah, J.M., Rehman, U.M., Akhtar, G., Zafar, H., & Riaz, A., 2012). The finding contradicts with recent studies that found out teachers' highly dissatisfied with reward and recognition (Tesfaye, 2014; Kosi et al., 2015). Recognition and reward are highly important, especially for teachers who are in direct contact with colleagues, peers, school administration and parents. Reward and recognition from teachers for good performance is vital in increasing job satisfaction and is central to boosting commitment.

The findings also showed that teacher's response to supervisor was low satisfaction rate in spite of most teachers had positive attitude toward supervisors' body such as school leadership, woreda educational and zonal educational experts. This finding support with some earlier studies that examined teacher's slightly satisfied with supervision practices (Mohammad, 2014).The finding contradicts with recent studies that found employees moderately to highly satisfied with supervision activities (Salleh et al., 2012; Ramogale, 2016; Mughar et al., 2016).More than half of the teacher respondents in this study indicated that the support given to them by their supervisor was dissatisfying. Schools teachers are not getting enough support and guidance from supervisors they are no delighted with their supervisor's action.

One reason that this might be happening in secondary schools due to unfair, incompetent and unsupportive administrator behaviour that significantly inhibited job satisfaction; they are not act as mentors rather they act as persuader. Furthermore, this may be attributed to lack of skilled, experienced and lack of voice in education decision-making. The researcher believed they were not competent enough to support and evaluate teachers with regards academic matters. The government officials might be assigned on the basis of their political views. Political appointment will not be well qualified and not be committed to their workers; simple for the sake of implementing political issues in the school as researcher perceived. These might be created a knowledge gap between supervisors and the teachers. If there are poor supervisor practices in schools, poor job satisfaction, poor quality of school and high teachers' turnover intention are to be expected.

However, the present finding of overall job satisfaction does not support the theory of Maslow's hierarchy of needs from basic physiological needs such as payment should meet first before achieving to other needs. In this finding most of the teachers first moderately satisfying with the third Maslow hierarchic of needs i.e. love and belongingness. Some the findings are also inconsistent with Frederick Herzberg's Two-factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace in which teachers importantly satisfying with

dissatisfying elements such as operation condition and coworkers. In contrast some of the finding indicates most teachers were least satisfying with pay, promotion, reward and recognition, supervisor, firings benefit which advocate the ideas of motivation hygiene factors. This might be resulted in objections and complaints which in return hurt the schools itself may result in the decline of trust of the teachers and eventually withdrawal from teaching profession.

As noted by Shah and Jumani (2015) low job satisfaction levels are associated with characteristics such as low students' performance, reflect on classroom activities, and are expected to be less successful. 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 achieve students' desire goal by promoting their good results. It can also contribute significantly to the improvement student's academic performance and school effectiveness at each level.

Similarly organizational commitment and its affective component levels of the participants were found to be slightly above average. However, analysis of levels of both normative and continuance organizational commitment of teachers were slightly below average. The meaning of the moderate level of the organizational commitment is that the school's teachers are undecided to leave or stay in the teaching profession. The findings showed that teachers were committed with affective commitment but least committed with continuance and normative commitment. Overall, the most committed in our sample were teachers who had affective commitment; whereas less committed were those that had the lowest continuance and normative organizational commitment. It is evident from the findings that teachers did not feel that there is something that is tying them to the organizations and they can leave at any given time. Inconsistence finding reported by (Teferi et. al ; 2016).

Similar findings have been consistently reported by past studies (Desita, 2014; Teferi et. al; 2016; Srinivasan, 2016; Mohammad, 2014).On the issue of teachers' organizational commitment, Singh& Billinnsley (1989); Cho, (2015) suggested that when teachers

have low levels of commitment it reduces student achievement, increases teacher absenteeism and teacher turnover, too or move from teaching to another job.

Turnover intention (dependent variable) it has means value which slightly above average which is moderate. This finding contradicts with some studies that asserted teachers with high turnover intention (Emoja, 2016; Yilak, 2017). This finding was also found to be in line with that of Jonathan et al. (2013) who found in their study that teachers in secondary schools in Tanzania had higher intention to quit teaching job. It was also important to examine the overall mean of turnover intentions in order to determine whether teachers were likely to stay or leave the profession in future. In this study almost 48 % of the teachers in some selected north shoa high schools would leave the teaching profession if given an opportunity to serve other within the formal sector. This is as a result of teachers being dissatisfied with both job satisfying factors such pay, firings benefit , promotion, reward and recognition and supervision and on the other hand being exposed to organizational commitment such as continuance and normative commitment. Consequently, teachers are not sure whether they are totally committed or not committed.

The finding of this study also indicated that teachers in sampled schools had moderate affective commitment but low continuance and normative commitment. This findings in line with the finding of (Mohammad, 2014; Teferi et al., 2016).These findings contradict with the study carried out by (Jonathan et al., 2013) it revealed that teachers had low affective, moderate continuance, very low normative commitment.

Pearson product-moment correlation analysis was used to predict second research question and found that job satisfaction and turnover intentions in their study showed that there is significant moderate negative relationship between pay, supervisors, firings benefit, communication and operating condition satisfaction and turnover intentions and significant low relationship between promotion, work itself, coworkers and reward and recognition satisfaction with the work itself and turnover intentions. It was also found that pay had strong relationship with turnover intention.

Likewise, the present study investigated the issue of teacher's job satisfaction of its nine facets had negative relationship with teacher's turnover intention. This result is in line with the study carried out by Ali (2014) who found out that there exists a significant negative relationship between nine job satisfaction facets and turnover intention. Zahra et al., 2013 in their study examined remuneration, supervisory support and work life policies have significant and negative relationship with turnover intentions while recognition has insignificant relationship with turnover intentions and this relationship did not support the researchers' prediction. Recent studies (Shah& Jumani, 2105) in their study suggested that promotion, work itself and supervision showed moderate relationship with turnover intention among the teachers. It was also found that pay satisfaction was the dominant dimension.

These findings contradict with the study carried out by Gelaidan, et al. (2013) in their study showed that there is significant low negative relationship between pay, supervision and promotion satisfaction and turnover intentions and significant very low relationship between coworkers and satisfaction with the work itself and turnover intentions. The same finding was also found that pay satisfaction was the dominant dimension. Salary, promotion, works itself, and supervision (Sahle, et al., 2012) were found to be significantly and negatively related to turnover intention. Their findings also revealed that co-workers were non-significant contributor to intention to quit.

In this finding teacher's job satisfaction had moderate significant relationship with teacher's turnover intention. These findings contradict with the study carried out by (Olusegun 2015; Olawale et al., 2016). In their studies they examined that there was significant positive relationship between job satisfaction and turnover intention. This finding is in line with the findings of some of the recent studies in academicians that have found negative relationship between job satisfaction and turnover intention of teachers (Mughal et al., 2016; Kosi, et al., 2015; Larkin et al., 2016; Shah&Nabi, 2015; Chao,2016;Ali,2011).Similarly, the finding confirming with recent studies that found negative relationship between employees job satisfaction and turnover intention in non-

academicians (Aydogdu and Asikgil, 2011 ; Yucel ,2012 ; Tarigan and Ariani ,2015;; Salleh,2012; Zahra et.al.,2013).

Overall, insignificant relationship between job satisfaction facets and turnover intentions indicates the impact of facets on turnover intentions has a very weak or no effect. It can be interpreted from the results that there are other more factors behind turnover intentions that have been given more priority by teachers for leaving the schools other than non-significant job facets. This significant relationship shows that teachers start thinking of leaving the schools when they don't receive satisfied with most of job satisfaction facets. The greater the job satisfaction, the less the likelihood that the individual will leave the organizations, and, the higher the commitment levels of the employee, the lower the predicted turnover intentions.

Another purpose of this study was to investigate the organizational commitment to its components (affective, continuance and normative commitment) as it predictor of teacher's turnover intention of government secondary school teachers. This study yielded that all three components had statistically significant but negative relationship between turnover intention, affective, continuance and normative organizational commitment of government secondary school teachers. The result was consistent with Jonathan et al. (2013) it revealed that there was a negative correlation found between organizational commitment and teachers' turnover intention.

Found a similar result also from, Meyer et al. (1993); Harun's (2012); Yucel (2012) and Chao (2016) study. In addition, a number of researchers have found a negative relationship between organizational commitment and turnover intentions (Porter, 1974; Olawale et al. 2016).The conclusion can be drawn that more committed teachers are less intended to leave the organization than less committed teachers. In other words, less organizational commitments motivate people to think about quitting the job. Even though more research has found that a negative relationship existed on organizational commitment and turnover intention, research conducted by Arendolf (2013) findings revealed a positive relationship existed even though it was not significant between

organizational commitment and turnover intention. This indicates that results from different studies are not agreeing to the existence of the relationship between these variables. Study by Aydogdu and Asikgil (2011) revealed that organizational commitment had positive relationship with turnover intention.

The study further investigated the three components of organizational commitment as predictor of teachers' turnover intention. Correlation analysis revealed that organizational commitment components such as affective, continuance and normative commitment had more effect on teachers' turnover intention. This result was consistent with various research studies.

The study is supported by Jonathan et al. (2013) who found that commitment differed in their significantly and negatively related to turnover intention. Beside that the three components of commitment differed with the strengths of their correlations with turnover intention even though in this study. In this present study even though three components of organizational commitment did predict teacher's turnover intention; normative commitment was more predictor than continuance and affective commitment. Study done by Shah & Jumani (2015); Tarigan and Ariani (2015) continuance commitment had a significantly stronger correlation between turnover intention than affective commitment or normative commitment. In the same line affective commitment was strong predictor of turnover intention than continuance and normative commitment (Adenguga et al., 2013). In contrast study done by Moynihan et al. (2000) found, affective and normative commitments were not significantly related to turnover intention. The study findings confirm to (Jehanzeb, Rasheed, & Rasheed, 2013) found out affective and continuance organizational commitment had significant negative relationship with turnover intention but turnover intention has insignificant negative relationship with normative organizational commitment

To answer the fourth research question multiple regression and stepwise regression analysis was computed and it was found that the joint contribution of the predictor variables in predicting the joint contribution of predictor selected demographic, job

satisfaction and turnover intention variables in explaining the criterion variable (organizational commitment) was significant variability is explained by the regression model. However, when the independent contribution of each variable is considered out of variability, job satisfaction on its weight high contributed to the variance in overall commitment. Together, organizational commitment and job satisfaction explained a significant proportion of variance in turnover intention scores it implies that organizational commitment and job satisfaction had effects on the turnover intention of secondary school teachers in North Shoa. In single variable predictions of turnover intention, job satisfaction was the strongest predictor.

Organizational commitment was not a strong predictor of turnover intention. Organizational commitment did, however, explain a significant proportion of variance in turnover intention scores. R square indicates the extent or percentage of the independent variables which can explain the variance in the dependent variables. In this study, independent variables are teachers' job satisfaction and organizational commitment can explain variance in dependent variable which is teachers' turnover intention.

Thus when looking at single variable predictors of turnover intention, job satisfaction is the strongest predictor. This finding is in conformity with the findings of several past studies (Cho, 2016; Mosadeghrad et al., 2009; Tett & Meyer, 1993). This result however, contradicts some studies that have suggested that organizational commitment is more predictor of turnover intention than job satisfaction (Okubanjo, 2014; Mathieu & Zajac, 1990; Tarigan & Ariani, 2015).

Further, the analysis revealed that when the fourth adjusted demographic variables were entered in the equation together with job satisfaction variable and organizational commitment value of  $R^2$  secured more variance than before entering demographic variable with variance. These results revealed that the adjusted demographic variables combined with job satisfaction contributed variance in turnover intentions. After adjusting the respondents' age, gender, marital status, work experience and educational level, the result illustrated that only gender possess significant relationship with turnover



intention. Based on the Beta values the results showed that job satisfaction was found to be a statistically significant predictor of teacher's turnover intention than organizational commitment and gender. On the other hand, age, educational level, marital status and work experience did not predict teacher's turnover intention.

This finding is not in consistent with the finding of some of the past studies which found a negative relationship between genders and turnover intention (Gurpreet, 2007; Lumbert et al., 2001). In conformity with the finding of some earlier studies that found no significant relationship between gender and employee's turnover intention (Clark et al., 2012).

It was concluded that there are significant correlations between turnover intention and demographic variables of gender and it was found that gender are positively and significantly correlated with turnover intentions. This shows that the intentions of an individual to leave the organization to what extents are greatly influenced by gender other than by other demographic variables.

## CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATION

This parts of the study deals with the summary of the major findings, conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers' job satisfaction and organizational commitment in the some selected north shoa secondary schools.

### 6.1 Summary.

Teachers' job satisfaction and organization commitment are both multifaceted variables that conceive to be influenced effectiveness of educational system. Whenever teachers satisfied with its job facets as well as committed with organizational components the consequence of each of the identified variables that influences teacher's job satisfaction and organizational commitment over all positive. As a consequence recent study was identified it as a potential variable.

Hence, the objective of this study was to investigate the how teachers' job satisfaction and organizational commitment predict teacher's' turnover intention with specifying levels of organizational commitment and teachers' perceived job satisfaction and teacher's turnover intention , teacher's job satisfaction with some selected facets as a predictor of teacher's turnover intention, teachers' organizational commitment with its three components (Affective commitment, continuance commitment and normative commitment) as a predictor of teacher's turnover intention and job satisfaction and teacher's organizational commitment as a predictor of teacher's turnover intention adjusted of demographic variables (gender, marital status, educational level, experience).

In this study, the two famous theories Herzberg Two Factor Theory and Maslow hierarch needs were constructed as well as the conceptual model of two independent variables, demographic variables and dependent variables were developed. In order to check the reliability and validity of the items the Cronbach alpha was calculated using SPSS version 20. Then the model that was developed so as to assess the how teachers' job

satisfaction, organizational commitment predict teachers' turnover intention was valid and reliable. To collect data in this research it was supported by Specto job satisfaction survey (1997) which has been used to assess job satisfaction, Meyer's organizational commitment scale (1997) and teacher's turnover intention scale Gyezaho (2014) with some modification. Consequently, data was analyzed using descriptive statistics which has contributed to determine the level of job satisfaction, organizational commitment and teacher turnover intention in secondary schools in north shoa zone.

Analysis on the level of job satisfaction indicated that sampled teachers were dissatisfied with their jobs. Respondents were moderately satisfied with co-workers, work itself, communication and operating condition. However, respondents were least satisfied with pay, firings benefit, promotion, recognition and reward, and supervision. With respect to analysis level of teachers' organization commitment they were not sure whether they were totally committed or not. The level of teacher's affective organizational commitment was moderate but their response on continuance and normative organizational commitment were below the average level of teacher's organizational commitment. In their views, turnover intention is linked to teachers' job satisfaction and organizational commitment. The findings of this study revealed that almost more than half of the teachers may decide to leave the teaching profession if alternative job opportunities became available as a result of the moderate turnover intention, low job satisfaction and almost average mean score of organizational commitment.

Pearson product-moment correlation analysis has found that job satisfactions are significant and has negative relationship with turnover intention. It is also indicated that all job satisfaction facets has negative correlation with dependent variable. In addition, as discussed in the results section, satisfaction with pay, communication, supervision, operating condition and firings benefit moderately influenced turnover intention in the sampled schools, while the other satisfaction facets of work itself, promotion, recognition and reward and coworkers were low significantly related to teacher's turnover intention. The correlation analysis of organizational commitment to its components has indicated negative and significant relationship to turnover intentions.

The results also implied that the organizational commitment of affective, continuum and normative commitment tend to decrease if teachers experience high level turnover intentions. Overall, job satisfaction and organizational commitment move opposite direction with turnover intention when job satisfaction and organizational commitment was reported to be high, turnover is often low, and vice versa.

Furthermore, job satisfaction and organizational commitment can contributes to the teachers' turnover intention but with the inclusion of the adjusted for demographic variables the result appeared differently. On the presence of adjusted for demographic variables; job satisfaction and organizational commitment could not contributes to the teachers' turnover intention. After adjusting the respondents' age, gender, marital status, work experience and educational level, the result illustrated that only gender possess significant relationship with turnover intention. Based on the beta values the results revealed that job satisfaction was found to be a statistically significant predictor of teacher's turnover intention than organizational commitment and gender.

To sum up, teachers are the most important resource of an educational institution. Teachers who more committed and more satisfying are less intended to leave the profession than less committed and less satisfied teachers which supporting previous finding that a teacher with a high and level of job satisfaction and organizational commitment hold positive attitude toward the job and in contrast teacher that dissatisfied with the jobs holds negative attitude about the job. These results acknowledge that leaders of educational institution should be able to aware problems different aspects related to job satisfaction and organizational commitment in order to minimize teachers who vary in turnover intentions levels.

## 6. 2 Conclusion

The objective of this study was to investigate the level of job satisfaction, organizational commitment, and turnover intention among teachers in north shoa zonal education. Also examined were the effects of job satisfaction and organizational commitment on turnover

intention adjusted for demographic factors. The intention was to investigate whether job satisfaction and organizational commitment are significant variables in influencing turnover intention among teachers adjusted for demographic variables. The findings thus have contributed to addressing school's teacher retention challenges by identifying factors influencing their turnover intention. The study, however, was not without limitations. One limitation was that the sample size was limited only to north shoa high schools; thus the findings may not be generalized all school teachers in Ethiopia. Another limitation of this study was descriptive correlation nature of the design, which does not allow for an assessment cause and effect. Despite these limitations, the study came up with the following important conclusions.

- Educational sectors needs satisfied and committed teachers to translate educational philosophy and an objectives into knowledge and skill. This need might be hindered as teachers dissatisfied and less committed to their work.
- More so, dissatisfied and less committed results in undesirable and dangerous in effectiveness of educational system in spite of solving its other problems. For instance dissatisfied and less committed teachers may not want to teach students properly, they may leave early or come late , they might report physical disturbances such as tension ,depression and sleepiness, may be engaged in destructive behavior such as immersing educational wastage, less productive as well as teachers may leave the teaching profession if alternative job opportunities became available as a result of the low job satisfaction and less organizational commitment which in turn losing teachers that are highly skilled, sabotaged service delivery and administration increased costs, lessened organizational functioning and efficient.
- In addition, teacher's needs satisfaction with job facets of pay, promotion, firings benefit, reward and recognition, supervisors, work itself, coworker, communication and operating condition among others job facets to encouraging teachers retain in educational system. Highly dissatisfied teachers with the pay, fring benefit and promotion, supervisors, and reward and recognition. If teachers are highly satisfied with their firings benefit, supervision, pay, promotion and reward recognition it

derives high level of overall job satisfaction with their jobs they are more likely to be stay in their profession if they are not satisfied. Thus, areas of dissatisfaction can be interpreted as pointers that improvement is needed.

- In addition, the practice of recognition and reward for teachers in secondary school of is low because of lack of timely support from supervisor, and low educational expertise effort to motivate teachers with their performance level, and low capacity of principals to fairly assess and rewards teachers' in their level of efforts.
- With regard to external factors of job satisfaction teaches are not satisfied with the practices of supervision in the schools because, supervision in the school is not satisfactory to enhance teachers' job satisfaction on their job and most of the time supervisors practice in the schools is to evaluate performance of teachers rather than supportive and team work natures.
- To sum up, if teachers' highly satisfied, innovated and committed the importance of job satisfaction and organizational commitment should not be hidden. It is true that high job satisfaction and organizational commitment will minimize teacher's turnover intention. Similarly, whenever teachers satisfied with its job facets as well as committed with organizational components the consequence of each of the identified variables that influences teacher's job satisfaction and organizational commitment over all positive.
- Then, teachers in secondary schools should also more concern about other factors of job satisfaction with yields higher level of both extrinsic and intrinsic satisfaction, rather than being marginalizing. As turnover intentions often drive to leave from the school, it is possible to recommend teachers to increase the levels of organizational commitment and job satisfaction in order to keep teachers retention stable.

### 6.3. Recommendation

The study attempted to identify the how teachers' job satisfaction and organizational commitment predict teacher's turnover intention adjusted for demographic variables ( age, gender, marital status, educational level, experience) with specifying the levels of

teachers' perceived job satisfaction , organizational commitment and teacher's turnover intention. Furthermore, the study attempted to identify how teacher's job satisfaction with some selected facets and organizational commitment with its three components (Affective continuance and normative commitment) predicted teacher's turnover intention.

Therefore, the findings of this study clearly showed whether job satisfaction and organizational commitment are significant variables in influencing teachers' turnover intention among secondary school teachers the result rendering empirical support that satisfaction with pay, firing benefit, supervision and communication, has a significant influence on turnover intention. The findings of this study also indicated that organizational commitment and job satisfaction has negative relationship with teacher's turnover intention.

Thus educational leaders at different levels and policy makers of ministry of education as well as practitioners should formulate strategies and program to overcome turnover intention problem among teachers as well as to ensure organizational commitment and job satisfaction in order to improve teachers' retention in educational sector. In the processes of formulating strategy, priority should be given to teachers' job satisfaction rather than organizational commitment since teachers' job satisfaction was more predictor than organizational commitment. In addition, the attention area should focus on the teacher's job satisfaction facets like pay, promotion, firings benefits, reward and recognition and supervisors. Moreover, it focuses on external factors of teachers' job satisfaction rather than internal factor of job satisfaction because the external factors were more influence than internal factors on the teachers' job satisfaction.

To this end, the following recommendations were forwarded in light of the findings:

- Schools, woreda and Zone education department should be more focus on external factors of teachers' job satisfaction rather than internal factor of job satisfaction because the external factors were more influence than internal factors on the teachers' job satisfaction.
- School leader ship needed to identify most variables that contributing to teachers' poor organizational commitment and low job satisfaction through developing most important strategic plan and program to persist them in the teaching profession. For instance,
  - ✓ Designing program and strategy to enhancing fair and equal educational opportunities for all teachers,
  - ✓ Schools' leadership should acknowledge towards teachers' efforts or positive performance, commitment through verbal recognition, awards, certificates and education and enhancing teachers' involvement in decision-making in order to reinforce and motivate them.
  - ✓ School leadership and other stakeholders in the education sector should seek to make the teaching profession attractive to improve the job satisfaction and retention of teachers.
- Educational leadership at zonal and woreda needed to offer opportunities for promotion through creating better training, career planning, good performance tracking and evaluation system, improving leadership and management support, promoting accountability.
- Zonal and woreda education offices should do more in reward and recognition the idea of performance pay incentives even an incentive boost the level of self-determination and praise for a job well done can be considered in the form of appreciation and empowerment.
- Reward in the form of pay, promotion, recognition, benefits and praise needed to be offered by schools, woreda and zonal education offices in return of their time, effort, knowledge and skills contributions and performance that are expected by the teachers.



- In the long term plan the minister of education should consider re-looking at its standard pay structure and promotion policy of teachers according to their academic qualification and teaching experience needs to fulfill their daily needs.
- In the short term plan the minister of education needed to also be given due attention to better teachers' job satisfaction through improvement of non-salary incentives (firing benefits). These incentives might be included housing allowances, residences and allowances for transport, health insurance and education.
- For parliament in the medium term plan it needed to increase its budget allocation to schools through the Ministry of Education so that schools' leadership will have capable of providing reward and recognition for secondary schools teachers as matter of urgency so as to enable teachers have enough improvement teacher's turnover intention.
- Conducting professional workshops or seminars at woreda and zonal level for education experts who are responsible for supervising people in the schools in order to disseminate the information and to increase opportunities for teachers to learn and develop through their jobs in the school.
- The Zonal and woreda education offices should do more in encouraging the selection and recruiting supervisors on basis of personal skills, knowledge and experience opposing to the political views of personality. The knowledge and skills of supervisors it seems to play an important role in increasing or decreasing the level of teachers' job satisfaction in high school which lead to promoting teacher's turnover intention.
- As was only moderate, there is a need for the schools to seek ways to increase organizational commitment among its teachers through strategies such as
- School leadership, zonal and woreda education needed to be encouraged the level of organizational commitment through fair performance appraisal practices, and opportunities for training and development may contribute to strengthen organizational commitment.

- School should foster interest of teachers by encouraging teachers in the job by fair and equitable rewards to achieve school goals by participating local community, governmental and nongovernmental organization.
- Low level of continuance commitment of teachers in the job zone education department, woreda education office and schools should facilitate good teaching-learning environment by involvement of local community, governmental sector, private's investor and nongovernmental organization. This helps teachers' stay in their profession and committed in job.
- Low level of normative commitment of teachers in the job resulted in may be attributed to low moral responsibility of teachers in the profession. Therefore, school, woreda and zone education offices should maximize teachers' levels of professional moral responsibility in the job by facilitating attractive teaching learning environment in school in collaborates with community, governmental and non-governmental organization. This promotes encouragement of teachers in the job as well as improves the student achievement.
- School leadership encouraging a positive climate in school based on trust, good communication, and cooperation can also develop better commitment among its teachers and reducing teacher's turnover intention.
- More research works are needed to identify those factors that significantly predict teacher's turnover intention.
- Comparative studies between primary and high schools teachers that take other factors such as teachers' commitment to school, commitment to profession and commitment to students should take into consideration to be conducted in the future by zonal educational offices.

#### Suggestion for further research

- A study on the job satisfaction and organizational commitment among teachers as predictors of high schools teacher's turnover intention can be undertaken using quantitative methods.

- A study on the level of satisfaction and organizational commitment as predictors among teachers of rural and urban area can further be undertaken using mixed method.
- Comparative analysis can be made between primary and high schools teachers using structural modeling to explore more factors that may have strong relationship with teachers' turnover intention. Similar study can be done in case of college teachers.
- Future research needs to examine the effects of variables that were not measured in the current study, which can also directly or indirectly influence feelings of job satisfaction and commitment.

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## Appendix

Jimma University

School of Graduate Studies

College of Education and Behavioral Science

Psychology Department

Educational Psychology Program (MA)

Questionnaire to be filled by secondary school teachers

General Direction:

The main purpose of this questionnaire will collect data from teachers about teachers' job satisfaction and organizational commitment as predictor of turnover intention in selected North Shoa Government Secondary Schools. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and treated with utmost confidentiality. The questionnaires have four parts:

Part I personal information,

Part II. Teachers' job satisfaction questionnaires,

Part III. Teachers' organizational commitment questionnaires

Part IV. Teachers' turnover intention questionnaires of five point Likert scale.

Each part has its own instruction. Please read each item carefully and give your response accordingly. If you overlook, respond twice or more for each item it will invalidate the study.

Thank you with great for your cooperation!

Instruction:

- ✓ No need of writing your name.
- ✓ Your answer should represent you direct feelings.

Part I. Personal Background

This part of the questionnaire will about your personnel background, please react to the items according to the question. For an items having an option circle your choice.

1. Name of the school from \_\_\_\_\_

2. Gender: 1) Male    2) Female

3. Age: 1) 21-30 years   2) 31-40 years   3) 41 -50 years   4) more than 51years

4. Marital status: 1) Married   2) Widowed   3) Unmarried   4) Divorced

5. Your highest academic qualification:   1) Diploma                  2) Degree                  3) Master

7. How long have you been teaching in year/s including this year? Circle your choice.          1)0-5  
2) 6-11                  3) 12-17          4) 18- 24          5) more than 25

Part II. Specific items on different job Satisfaction, organizational commitment and turnover intention using the scale 1- strongly disagree, 2- disagree, 3- undecided, 4- agree, 5- strongly agree five point Likert scale rate your level of satisfaction with the following aspects of teachers job. Please use tick (✓) mark under any preference that represents the scale you choose.

1. Rate your level of satisfaction for job related items and teachers' job satisfaction.

	Rate	strongly disagree=1	Disagree=2	Undecided =3	Agree=4	strongly agrees=5
1	<b>Pay</b>	1	2	3	4	5
1.1	I feel I am being paid a fair amount for the work I do.					
1.2	Raises are too few and far between.					
1.3	I feel unappreciated by the organization when I think about what they pay me.					
1.4	I feel satisfied with my chances for salary increases.					
2.	<b>Promotion/growth opportunities</b>	1	2	3	4	5
2.1	There is really too little chance for promotion on my job.					
2.2	Those who do well on the job stand a fair chance of being promoted.					
2.3	People get ahead as fast here as they do in other places.					

2.4	I am satisfied with my chances for promotion.					
3.	<b>Supervision</b>	1	2	3	4	5
3.1	My supervisor is quite competent in doing his/her job.					
3.3	My supervisor is unfair to me.					
3.4	My supervisor shows too little interest in the feelings of subordinates.					
3.5	I like my supervisor.					
4	<b>Fringe Benefits</b>	1	2	3	4	5
4.1	I am not satisfied with the benefits I receive.					
4.2	The benefits we receive are as good as most other organizations offer					
4.3	The benefit package we have is equitable.					
4.4	There are benefits we do not have which we should have.					
5	<b>Operating Conditions/Schools rule and policy/</b>	1	2	3	4	5
5.1	Many of our rules and procedures make doing a good job difficult.					
5.2	My efforts to do a good job are seldom blocked by red tape.					
5.3	I have too much to do at work.					
5.4	I have too much paperwork.					
6	<b>Co-workers</b>	1	2	3	4	5
6.1	I like the people I work with.					
6.2	I find I have to work harder at my job because of the incompetence of people I work with.					
6.3	I enjoy my coworkers.					
6.4	There is too much bickering and fighting at work.					
7	<b>Nature of Work/work itself</b>	1	2	3	4	5
7.1	I sometimes feel my job is meaningless.					
7.2	I like doing the things I do at work.					
7.3	I feel a sense of pride in doing my job.					
7.4	My job is enjoyable.					
8	<b>Communication</b>	1	2	3	4	5
8.1	Communications seem good within this school.					
8.2	The goals of this organization are not clear to me.					
8.3	I often feel that I do not know what is going on with the school.					
8.4	Work assignments are not fully explained.					
9	<b>Recognition and Reward</b>	1	2	3	4	5
9.1	I do not feel my efforts are rewarded the way they should be					
9.2	When I do a good job ,I receive the recognition for it that I should receive					
9.3	There are few rewards for those who work here					
9.4	I do not feel that the work I do is appreciated					

### Part III: Teachers' Organizational Commitment Questionnaire

Please tick each of the following statements by giving your best option out of the five alternatives below: Items that focused on teachers' organizational commitment in the school are listed below; please show your position from the given alternatives.

<b>I</b>	<b>Affective Commitment Scale Items</b>	strongly disagree=1	Disagree=2	Undecided=3	Agree=4	strongly agrees=5
1	I would be very happy to spend the rest of my career in this school					
2	I real feel as if this school's problem are my own					
3	I do not feel like part of the family at my school *					
4	I do not feel emotionally attached to my teaching *					
5	My profession has a great deal of personal meaning for me					
6	I do not feel a strong sense of belonging to my teaching*					
<b>II</b>	<b>Continuance Commitment Scale Items</b>	1	2	3	4	5
1	It would be very hard for me to leave my profession now, even if I wanted to					
2	Too much of my life would be disturbed if I were to change my teaching profession right now.					
3	Right now, staying with my school is a matter of necessity as much as desire.					
4	I feel that I have too few options to consider leaving this school.					
5	One of the few negative consequence of leaving this school would be the scarcity of available alternative					
6	If I had not already put so much of myself into this profession, I might consider working elsewhere.					
<b>III</b>	<b>Normative Commitment Scale Items</b>	1	2	3	4	5
1	I do not feel any obligation to remain with my current employer*.					
2	Even if it were to my advantage, I do not feel it would be right to leave my profession now.					
3	I would feel guilty if I left my profession right now.					
4	I am in my teaching profession because of my sense of loyalty to it.					
5	I would not leave my profession right now because I have a sense of obligation to a people in it.					
6	I am owing a favor a great deal to my profession.					

SECTION IV: Teachers' Turnover Intentions, Please tick each of the following statements by giving your best option out of the five alternatives below: Items that focused on teachers' Turnover Intention in the school are listed below; please show your position from the given alternatives.

No	Items	strongly disagree=1	Disagree=2	Undecided=3	Agree=4	strongly agrees=5
1	Many times I think of searching for a new job in another organization					
2	I often think of acquiring a new job in another organization					
3	If I got a better job with better remuneration, I would definitely leave					
4	I believe that there are better job opportunities outside this					



	school					
5	I think that leaving this school will lead me to a kind of future I want					
6	I would be very happy to stay and work for this school					
7	I think that quitting one job to another is unethical					
8	I want to stay and work for this school a little longer					
9	It will be very costly for me if I leave this school					
10	I feel that working for this school has not helped me to achieve my personal goals					
11	If my salary is not increased, I will quit this school					
12	My school does not honor teachers' contracts, so I want to look for another job elsewhere					
13	I am still working for this school because I have no option					
14	I don't feel comfortable working for this school					

THANK YOU FOR YOUR TIME AND CO-OPERATION