TEACHER'S MOTIVATION AND PROFESSIONAL COMMITMENT IN SECONDARY SCHOOLS OF WEST OMO ZONE

BY

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Teachers' Motivation and Professional Commitment in Secondary Schools of West Omo Zone.

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DECLARATION

I, Yaregal Yehualawork W/Yes, declare that this research work entitled, "Teachers' Motivation and Professional Commitment in Government Secondary Schools of West Omo Zone" was an outcome of my own effort and study. As a result, all sources of materials used for the study were duly acknowledged. I had produced it independently except for the guidance and suggestion of the research advisor. This research had not been submitted for any degree in this university or any other university. It was offered for the partial fulfillment of the degree of MA in Educational Leadership.

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ABBREVIATIONS AND ACRONYMS

APC: Affective Professional Commitment

CPC: Continuance Professional Commitment

EFA: Education for All

EM: Extrinsic Motivation

IM: Intrinsic Motivation

MOE: Ministry of Education

NPC: Normative Professional Commitment

PTA: Parent Teacher Association

SNNPRS: South Nation Nationality People Regional State

SPSS: Statistical package for Social Science

SSA: Sub Saharan Africa

TPC: Teacher Professional Commitment

VSO: Voluntary Services Overseas

Abstract

The primary purpose of this study was to explore the relationship between teachers' motivation and professional commitment. For this purpose a quantitative research method and correlation research design had employed. To this end, 94(77.7%) out of 122 teachers were selected from six secondary schools using simple random sampling technique. The researchers collected the relevant data from teachers using self-constructed questioner on teacher's motivation and standardized professional commitment questionnaire (PCQ). The data from the questionnaires were analyzed by using mean, standard deviation, and correlation and regression analysis. The result showed that there was evidence of positive correlation between teachers' motivation and their professional commitment in the sampled schools and intrinsic motivation has strong and positive relationship with affective and normative professional commitment but not with continence professional commitment. On the other hand extrinsic motivation shows strong and positive relationships only with continence professional commitment. In addition to both intrinsic and extrinsic motivation positively related with teachers' over all professional commitment but the correlation value of intrinsic motivation is very strong and significant than extrinsic motivation. From the linier regression result (r²=.815) indicates in combination intrinsic and extrinsic motivation influence overall professional commitment by 81.5 %. Regarding their individual effects beta correlation coefficient indicated intrinsic motivation constitute (B=0.602; p=<0.05) and extrinsic motivation constitute only (B=0.349; P<0.05) of influence over professional commitment. Based up on this finding it was concluded that schools can enhance the level of teachers' professional commitment in their school by effectively managing teacher's motivation in terms of both intrinsic and extrinsic motivational factors. Therefore, school principal and those in educational eldership position should give attention to identify suitable motivation strategy for teachers if they want to effectively retain their professional commitment.

CHAPTER ONE

INTRODUCTION

This chapter deals with the basic aspects of the problem. And it includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational key terms, organization of the study and ethical consideration.

1.1. BACKGROUND OF THE STUDY

Education is an indispensable tool for multidimensional development: social, economic, political and cultural aspects (MoE, 2008). It molds the behavior and personality attributes of children of every age level and prepares them to become well-adjusted and productive members of their social orders. Education is considered essential for any nation to develop and prosper socially, intellectually and economically. Teachers can contribute greatly to this prosperity by maintaining the value of the education process, so it is vital for educational authorities at all levels to optimize the qualification and effectiveness of teachers' performance. However, according to Manning & Patterson (2005), while academic qualification, subject matter knowledge, pedagogy and teaching skills are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education. In other words, the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their motivation and commitment in teaching.

Thus in order to implement educational policies successfully and to achieve targets, schools need motivated and committed teachers who are secure in their work and who are able to perform their duties to a high standard. Committed and deeply motivated teacher makes the difference. They are the most critical factor to the success and future of education (Ingersoll, 2002). Commitment and motivation contribute to the quality of the program and are measured by work performance, improved attendance, and turnover. These factors have an influence on student achievement and foster positive attitude toward profession.

Therefore without considering the actual motivation of teachers and its relationship with their professional commitments, it will be hardly possible to successfully achieve any kinds of educational reform. Due to this, now a day in spite of the several measures that takes place in

the educational system, the deterioration in the quality of education has became one of basic challenges across different countries of the world including Ethiopia. In support of this, according to the report of Centre for British Teachers in 2008, it was found that the education system in Ethiopia, at all levels is confronted by a lack of quality. And the lack of quality in the education system in Ethiopia is associated with many factors including the poor standard of those entering the teaching profession, high teacher turnover and problems such as de-motivation, poor quality of the teachers working environment, low status of teachers, inadequate salaries (Centre for British Teachers, 2008: Voluntary Services Overseas, 2010: Workneh and Tassew, 2013: Gedefaw, 2012).

Of these factors teacher's motivation and commitments plays a great role in the education system. Because according to Kayuni and Tambulasi (2007) lack of motivation and commitment of teachers can have a negative impact on the students learning and most importantly it put the future of children on the stake. Thus, teacher's contribution in the human capital development and technological advancement greatly depends on their commitment and willingness for taking initiatives.

Motivation is the desire or drive within a person to achieve some goal and also it is an internal condition based on a person's perceptions and needs (Muhammad et al., 2012). Herzberg (1966) categorized motivational factors into extrinsic and intrinsic, which are agreed to be crucial in motivation and performance management. Extrinsic motivational factors are therefore understood as the desire to attain specific outcomes, whereas intrinsic motivation is caused by positive internal feelings. In the teaching profession, intrinsic motivation is the satisfaction derived from teaching, recognition, enjoying teaching, career development, the challenging and competitive nature of teaching, teaching as one's goal in life and control over others. On the other hand, extrinsic motivation mainly includes the award applied externally as salary or wages, free accommodation, educational progress in paying premiums, meals, additional payments in case of financial problems, paid leave and free medical care. In teaching profession research has also identified some major influential extrinsic motivational factors, such as salary and incentive, job security, working conditions, administrative support, and student behaviors impacting on teachers' commitment (Aacha, 2010; Shehnaz and Noor, 2015).

Therefore motivation has an important role to play in the profession of teaching. The commitment in teachers is directly influenced by their motivation. If the teacher is adequately

motivated he/she will make efforts to make a success of whatever he is doing. Few studies were found on work motivation and professional commitment like Chatzistamatiou et al (2014) explored that these variables are significantly related with each other. Motivation functions as an important predictor of commitment by motivating employees to spend time and energy in the organization (Mowday, Steers and Porter, 1979). Motivator variables, such as aspects of the actual work done, providing recognition, advocating for the employee, and supporting ongoing development, are key to increasing and maintaining high levels of satisfaction and affective commitments (Wilson et al., 2016). Because of this fact, there is a growing interest in understanding this relationship between motivation and commitment.

Vanderberg and Scarpello (1994), define professional commitment as "a person's belief in and acceptance of the values of his/her chosen occupation or lines of work and willingness to maintain membership in that occupation. A committed teacher reflects certain behavioral characteristics such as exciting about teaching and learning, connect with students, show positive attitude about students, and understand student's motive, strength, need and situations. For him/her professional development is a top priority. Hence, professional commitments is a multidimensional construct refers to a socio-psychological bonding an individual to his group and organization, its goals and values; or to his occupation and profession.

In terms of the motivational perspective, professional commitment is a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee, 2001). However, in field of education, commitment to the teaching profession is becoming increasingly more important than organizational commitment or commitment to the employing school division. According to Mueller, et al. (1999), teaching represents an occupational labor market in which teachers are relatively free to move from school to school within a particular school district or to another district. Due to the high mobility of teachers between schools, when they are not satisfied or lacking in commitment in a particular school, they might quit the employing school and opt for transfer to another school. But there is still hope of teachers gaining commitment in the new school.

To this end Allen and Meyer (1993) adapted their work from organizational commitment and defined three different types of professional commitment, the affective, normative, and continuance professional commitment. Affective professional commitment refers to teachers'

emotional connection to, identification with, and participation in the teaching profession and its objectives in regard to (a) motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires, (b) compliance to teach altruistically and contribute to the success of the teaching profession, and (c) keenness to make special sacrifice- do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware and Kitsantas, 2007).

Continuance commitment refers to commitment based on "the benefits and costs that is related to stay in the profession" (Nazari and Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware and Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari et al, 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

Normative professional commitment refers to the feelings of moral responsibility of people to stay in the profession (Allen and Meyer, 1993). It is the sense of obligation of the professional towards the profession to uphold the values (Maheshwari et al, 2007).All three components of professional commitment have implications for an teacher's staying with (or leaving) their profession. Common to these three components it is understandable that commitment is a psychological state that characterizes the teachers' relationship with their profession and has an implication for the employee's decision to continue or discontinue membership of their profession.

Therefore, if education is a priority for national development, then maintaining the quality of the education must be the priority of government and attempts to improve quality of education will never succeed if teachers' motivation and commitment is ignored. Thus, the study of relationship between these variables i.e. work motivation and professional commitment unarguable becomes a topic of prime importance and great interest for study and further research among secondary school teachers of Ethiopia. Thus the primary purpose of this study was to explore the relationship between dimensions of teachers' motivation and professional commitments in secondary schools of West Omo zone.

1.2. Statements of the Problem

In many educational contexts, teachers increasingly leave the profession after a few years in service. For example, in the United States about 50% of teachers leave the teaching profession within the first 5 years. In Germany, teachers who stay in the profession until their standard retirement age is less than 10%. In the Czech Republic, the teacher attrition rate is 20%; in Britain, more teachers are dropping out of the profession early than enduring until retirement (as cited in Butucha, McDevitt, (2008); Milner and Woolfolk Hoy, 2002). Similarly according to Dereje Tesfaye (2020), in Ethiopia, over the past many years, teaching profession becomes a profession in which most teachers' desire to stay in it, but their loyalty and sense of responsibility forwards the profession's particular problems and challenges become decreasing from time to time. The absence of loyalty and tendency on behalf of the teachers to stay in teaching profession, decrease in responsibility to the professional issues and challenges resulting in decrease of education quality. Regarding this, many media reports also reveal that there is a high teacher attrition rate and that the crisis of teachers' shortage appears to be a serious challenge for the ministry of education of Ethiopia (Tesfaye, 2003).

Because of this the education system in Ethiopia is challenged with high turnover. Even if it is natural and healthy for the employee to leave one profession for another, so many factors can affect professional commitment of teachers, by taking this in to account in this study among other factors teachers intrinsic and extrinsic motivation in relation with their professional commitment had been the priority of this study.

Since professional commitment as a concept relates to a psychological state which considers the employee's relationship with his/her profession and the influence which this frame of mind has on their decision to remain in or leave their profession, it is heavily linked with the employee turnover. With respect to commitment intentions to remain in the profession, the three components of professional commitment had been analyzed. Because, these represent the reason behind an employee's desire to stay in the profession, for reasons of attachment and belongingness, for reasons of necessity and for reasons of indebtedness or loyalty to the profession.

According to Bang and Ross, (2013) understanding the various aspects of professional commitment can help develops efficient performance & retention strategies as well as lower absenteeism and increase productivity. In this scenario a study towards the secondary school

teachers' motivation to find out their professional commitment has got its own importance to come out from a high teacher turnover problem and the crisis of teachers' shortage. Regarding this even though there was no local empirical evidence, there are some foreign empirical evidence on the relationships between intrinsic and extrinsic motivation with the three components of commitment.

For example, O' Driscoll and Randall (cited by Huang, Y. D. (2015); Huang, Y. D. (2015); Wilson et al. (2016); Douglas G. Eck (2020); Seamus Staunton (2019), found that intrinsic motivations are positively and significant associated with affective and normative commitment but not associated with continuance commitment. Similarly Meyer and Herscovitch proposed "that any personal or situational variable that contributes to the likelihood that an individual will become intrinsically motivated in a course of action will contribute to the development of affective commitment" (2001, p. 316). On the other hand, Douglas G. Eck (2020); Meysan and Ali (2013); and I.F.W. Vanden Berg (2011) in their study find out a positive and significant relationship between employees extrinsic motivation and continuance commitment but not with normative and affective commitment. Regarding this, Meyer and Herscovitch also argued that "continuance commitment is characterized by the perception that it would be costly to discontinue a course of action" (2001, p. 316).

In general both theoretical and empirical findings suggest intrinsic motivation is positively associated with affective and normative commitment, whereas extrinsic motivation is strongly associated with employee's continuance commitment. When assessing the effectiveness of these motivations towards the commitment and work outcomes many researchers favor intrinsic motivation (Nasri and Charfeddine, 2012). However when separable outcome is focused, extrinsic motivation pertains (Ryan and Deci, 2000). This implies that managers of human resources in education should pay attention to both intrinsic and extrinsic factors so as to retain teacher's professional commitment which may result from affective, continuance or normative components. In spite of this evidence in different organizations, there was no evidence that a study has been carried out among secondary schools to find out how the relationship between these variables is and this was one of the gap taken in this study.

On the other hand in Ethiopia, even though, teachers professional commitment is missing from previous studies, different studies have tried to investigate teachers' motivation and associated factors and few attempts are also made to study on teachers organizational

commitments. However most of the past locally conducted studies were focused on a single dimension of teacher's motivation (Ashenafi, A. (2018), Aweke, S. (2018), Fenot (2005), Gemeda, F.T. & Tynjälä, (2015) and Ojulu, B. (2014) and also those who conduct a study on teacher's Commitment were also focused on dimensions of teacher's organizational commitment (Abebe, Bekalu and Tefera (2016), Alemu (2014), Berhanu Shanko, (2018), Endris Seid (2019), Mesret(2015), Aeyele, D. (2010)) than their professional commitment. In addition except the relationship between overall teacher's satisfaction and organizational commitment they did not explore the possible relationship between the dimensions of intrinsic and extrinsic motivation with the three component of professional commitment and with over all professional commitments of secondary school teachers. Taking in account this research gap this study intended to explore the relationships between different dimensions of these variables.

In addition to this according to my experience for more than seven years as school principal and cluster supervisor in West Omo Zone the problem of teacher shortage due to a high teachers turnover rate become a major challenge of secondary schools and this intern enforce some of secondary schools to be equated with under qualified teachers. This would has its own influence on the overall performance of the school and on secondary school students overall academic achievement level. The researcher also observed same teachers who are attending a distance course in other field area such accounting, management, statistics, business administration and the likes. But to overcome the problem still now there is no any research is conducted in this problem area and it was in recognition of this gap inspired the researcher to conduct this study. Therefore the primary purpose of this study was to explore the possible relationship between teachers' motivation and professional commitments in secondary schools of West Omo Zone

1.2.1. Basic Questions of the Study

The basic research questions of this study were:-

1- What is the status of teachers' intrinsic motivation in secondary schools of west Omo zone?
2- What is the status of teachers' extrinsic motivation in secondary schools of west Omo zone?

3- What is the status of teachers' professional commitment in secondary schools of west Omo zone?

4- Is there significant relationship between teachers' motivation and professional commitment in secondary school of West Omo Zone?

5- Which motivational factors significantly predict teachers over all professional commitment?

1.3. Objectives of the Study

This study has both general and specific objectives.

1.3.1. General Objective of the Study

The general objective of this study was to explore the relationship between teacher' motivation and professional commitment among secondary school of West Omo Zone.

1.3.2. Specific Objectives of the Study

The specific objectives of this study are:-

1- To investigate the status of teachers intrinsic motivation in secondary school of West Omo Zone.

2- To investigate the status of teachers extrinsic motivation in secondary school of West Omo Zone.

3- To investigate the status of teachers' professional commitment in secondary schools of West Omo Zone.

4- To investigate the relationship between teachers motivation and professional commitment in secondary schools of West Omo Zone.

5- To identify which motivational factors significantly predict teachers over all professional Commitment.

1.4. Significance of the Study

The results of this study would contribute the following major significant for the concerned educational personnel, experts, and influential stakeholders.

➢ It would enable the West Omo zone governments and educational departments and school administers to get an awareness regarding the current status of secondary school teachers' motivation and professional commitment.

- It would also help all the concerned educational stake holders and zone political leaders, educational experts and practitioners to get an understanding regarding the major motivational factors that significantly impact teachers' professional commitment in secondary school of West Omo Zone
- It would help all educational personnel and school principals to get awareness about the existing relationship between the level of teacher's motivation and professional commitment in secondary schools of West Omo Zone.
- And finally the finding of this study could be utilized as a window light for anybody who wants to conduct further study under similar problem areas.

1.5. Delimitation of the Study

Even though this study would be more better, if conducted across the regional and national level secondary schools and up on all school level teachers, for the manageability and feasibility purposes of the study the individual researcher was enforced to delimits the scopes of this study toward "Teachers motivation and professional commitment in secondary school of West Omo Zone of SWNNPR". This study was also delimited only to focus on teachers' motivation and professional commitment with particular emphases on certain areas of motivation and professional commitment such as intrinsic factors (work itself, recognition, achievement, responsibility and advancement) and extrinsic motivation (salary, working environment, supervision support, job security, and workers relationship) that determine teachers' motivation and professional commitment such as affective, continuance, and normative commitment.

1.6. Operational Definition of Key Terms

The variables used in the study have specific meanings. In order to avoid any ambiguity or difficulty in understanding them, they are defined here as follows:

Extrinsic Motivation: refers to behaviors that are motivated by factors external to the individual such salary and benefit, job security, organizational policy and quality of supervision support, work relationship and work conditions; they are associated with job content (Herzberg, F., Maunser et al 1959).

Intrinsic motivation: - is an inner urge to make consistent efforts to put up a successful performance in the class, actively participate in school administration, derive professional

pleasure, develop personally and professionally and include factors such as (**work itself, achievement, responsibility, recognition and advancement**)

Motivation; -Motivation is a process to energize the employee to the work goal through a specific path.

Professional Commitment:-Professional commitment means upholding ones basic values, having love for one's profession. It means whole heartedly carrying out of the activities relevant to the essential demands of the profession of teaching with an aim to achieve excellence in one's profession. It is psychological bonding of a teachers with their profession and the rational/reason behind teachers intention to remain in their profession.

Affective Professional Commitment- is defined as the identification with, involvement in and emotional attachment to the profession. Thus, teaches' demonstrating strong affective commitment remain members of teaching profession because they want to do so.

Continuance Professional Commitment- is defined as commitment based on the employee's recognition of the costs associated with leaving the profession. Thus, teachers with strong continuance commitment perceive that they have much to lose if they leave this profession.

Normative professional:- commitment refers to the feelings of moral responsibility of teachers to stay in the profession.

1.7. Ethical Considerations

First, the researcher sought permission from the School of Behavioral science, EDPM department of Jimma University so as to conduct the study and I was given an introductory letter showing that I am a student of the University, a letter which was submitted to the West Omo Zone education department and obtained a research permit. Based on this authorization letters were obtained by the researcher from the five woreda education office namely, Suri, Maji, Me'enit Shasha, Me'enit Goldia, and Gari Gecha. Finally, the researcher sought permission from the principals of individual schools where the research was conducted before proceeding to collect data. The major ethical problem in this study was the privacy and confidentiality of the respondents bearing in the mind that a valid information in this research entailed gaining access to specific information which in itself was an infringement on the

privacy and confidentiality of the teachers although they had the freedom to ignore the items they did not wish to respond to.

The researcher kept the respondents' identity anonymous by urging respondents not to indicate their name anywhere on the questionnaire so as be able to get honest responses from the respondents apart from in the first place promising and assuring anonymity and confidentiality.

1.8. Organization of the Study

The study has five chapters. The first Chapter provides the introductory aspects of the study and included background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, ethical considerations, and definitions of operational key terms and organization of the study. Chapter two discusses in detail the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature. The third Chapter concentrated on the research design and methodology, which includes research design, research method, description of study area, population, sample size and sampling techniques, data collecting instrument and techniques, procedures of data collection and methods of data analysis. Chapter four deal about the presentation, analyses and interpretation of the data. The fifth chapter presented the summary, conclusion and recommendations part of the study. Finally appendices and references had been attached to the last part of the report paper of the research.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the relevant related literature on the topic of relationship of teacher motivation and professional commitments of secondary school of West Omo zone. The chapter is divided into two fold. The first aspect looked at the theoretical framework underpinning the study and the second aspect looked at the conceptual review. The conceptual review looked at the concept of motivation, types of motivation, teachers' motivation, professional commitment, dimensions of professional commitment and the relationship between motivation and professional commitment will be discussed in detail

2.1. The concept of Motivation

Just like any other word, there are variations of definitions to describe the concept. Understanding exactly what motivation is will help educational leaders decide what actions to take to encourage their employees. The definition of motivation starts with the root word, motive. Therefore, motivation can be defined as, the act of providing motive that causes someone to act (Shanks, 24). In other words, according to Nancy Shanks, motivation causes someone to act and someone else cannot make someone motivated. With relation to the workplace, Ray Williams, defines motivation as, "predisposition to behave in a purposeful manner to achieve specific, unmet needs and the will to achieve, and the inner force that drives individuals to accomplish personal organizational goals" (Williams). A person becomes motivated in order to achieve their own personal goals as well as the organizational goals. Richard Ryan and Edward Deci, agree that motivated means that the person is moved to do a particular act (Ryan and Edward, p.54). The authors describe motivation as, the "orientation of motivation concerns the underlying attitudes and goals that give rise to action" (Ryan and Edward, p.54).

Motivation refers to the reasons underlying behavior (Parashar, 2016, p. 8). Motivation is the energy that moves employees forward towards performing a certain action; motivation will strengthen the willingness of employees to work, and in turn it will increase the organization's effectiveness and competence (Parashar, 2016, p. 8). When looking at motivation, managers want to assure that the direction of their employees' behaviors goes hand in hand with the organization, meaning that they come to work on time, are independent

when performing their tasks, are innovative and come up with creative ideas, as well as help others in the organization (George & Jones, 2012, p. 157). Employees that are motivated are more ambitious, innovative, creative, and are more persistent to achieve desired goals, which in turn implies that a motivated workforce will work more efficiently (Parashar, 2016, p. 8).

"Motivation is a process that starts with a physiological deficiency or need that activates a behavior or a drive that is aimed at goal incentive" (Luthan, 1998). Cole (2000) defines "motivation as a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior". The term represents "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed" (Kreitener and Kinicki, 2001).

It is motivation which arouses one to act, direct activities and make progress. It is a spark which ignites the minds of all individuals. It involves guiding oneself towards one's goals, taking the initiative, striving to improve and persevering in the face of setbacks and frustrations. Persons highly involved in their job are highly motivated and feel a sense of pride in their work. A motivated person makes use of his cognitive, affective and co native abilities for the achievement of organizational goals. It is the basic factor which is responsible for decision making process and length of enthusiasm for the activity. In teaching and learning, motivation plays a vital role. The commitment in teachers is directly influenced by motivation. If the teacher is adequately motivated he will make efforts to make a success of whatever he is doing. In short, motivation on the part of teachers can be defined as a strong desire for teaching which leads to fruitful outcomes.

"Motivation can be best created and sustained by attainable sub-goals that lead to larger future ones. Proximal sub-goals provide immediate incentives and guide for performance, whereas distal goals are too far removed in time to effectively mobilize effort" (Bandura and Schunk, 1981). Nohria (2008) says that "motivation is measured by multidisciplinary indicators like engagement, satisfaction, commitment and intention to quit."

Many people view motivation as a personal trait by saying that some have it and some don't. In practice inexperienced managers often label employees who seem to lack motivation as lazy. But this instinctive motivation is the result of interaction of the individual and the situation. Some cash in on the situation and find positive motivation in it, whereas some may

be negatively motivated by the same situation. Therefore motivation varies from individual to individual and also in the individual at different times and in different situations. This is also true about the motivation of teachers. Bagraim (2003) emphasizes that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organizational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Bagraim adds that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organization.

2.2. Types of motivation

In seeking to understand the motivational processes, it is perhaps necessary to distinguish two types of motivation namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

2.2.1 Intrinsic motivation

Intrinsic motivation is related to "psychological" rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007). Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Therefore, intrinsic motivation increases the individuals" job satisfaction as well as the organization bargaining power.

2.2.2 Extrinsic motivation

Extrinsic motivation is related to "tangible" rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviors" that are motivated by factors external to the individual (Robinson, 2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as "employee-of-the-month" awards (Schermerhorn, et al., 2011). External motives indicate the presence of specific situations where internal needs arise.

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person's task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual's interest in a task. Besides, teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

2.3. Theoretical Literature Review on Teachers Motivation

Theories of motivation can be divided in to two, these include content theories, based on the assumption that people have individual needs which motivate their actions, and theorists such as Maslow (1954), McClelland (1961), Herzberg (1966) and Alderfer (1969) are renowned for their works in this field. In contrast to content theories, process theories identified relations among variables which make up motivation and involve works from Heider (1958), Vroom (1964), Adams (1965), Locke (1976), and Lawler (1973). In this study the main focus is on Herzberg's theory of motivation. Therefore I review only two content theories of motivation, i.e Maslow hierarchy of needs as a foundation for Herzberg's two factors and

Herzberg's two factor theory of motivation for theoretical framework analysis purpose of investigating teacher's motivation in relation with their professional commitment.

2.3.1 Maslow's Hierarchy of Need Theory

Maslow believed that if a member of staff had problems in or outside the work place, she/he would bring these problems to work, which would have an adverse effect on their performance at work. So, this meant that the best way to motivate the staff would be to identify their problems in order to help the staff to handle their problems. This could be by advice, counseling, guidance or practical help (Efere, 2005).The hierarchy of needs is based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of the lower needs (Rue & Byars, 2009). Thus, Maslow goes on to explain his theory by looking at the nature of human needs as the starting point. He said that human needs were in hierarchical form, which looks like a pyramid with five layers or hierarchy.

Physiological needs: - these are basically the needs of the human body that must be satisfied in order to sustain or survival of life, which include: shelter, food, water, air to breathe, clothing, rest, sleep and sex.

Safety and security needs: - are about a human's desire to live in safe, secure, stable, not hostile and peaceful environment. Since all employees have (to some degree) a dependent relationship with the organization, safety needs can be critically important. This would include: physical safety, health safety, and job security.

Love and affiliation needs: - which could be described as belongingness needs or is people's desire to be affiliated to something or person and the desire to have a sense of belonging to others. This would include: friendship, affection, social activities and family union, receiving and giving love, feelings of belonging and human contact.

Ego and self-esteem needs: - are human needs which include: desire to achieve, properly founded self-respect, confidence, reputation, independence and freedom, prestige, recognition, respect from others, attention, appreciation and alike. These needs influence the development of various kinds of relationships based on adequacy, independence and the giving and receiving of indications of esteem and acceptance (Rue and Byars, 2009).

Self-Actualization needs: - which represent the highest level of self-fulfillment, that is, the need of people to reach their full potential in applying their abilities and interests to functioning in their environment. These describe the desire to develop and demonstrate one's creativity, abilities, capabilities and a desire to be a specialist in an area of knowledge. The need for self-actualization is never completely satisfied; one can always reach one step higher ((Rue and Byars, 2009).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self-actualizations needs (Robinson, 2004). Once a need has been satisfied, it is no longer a motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory. Towards this theory Schermerhorn et al., (2011) describes that the concept of a need hierarchy assumes that some needs are more important than other and must be satisfied before the other needs can serve as motivators. Moreover, Schermerhorn et al., studies also report that needs vary according to a person's career stage, the size of the organization, and even geographic locations.

2.3.2. Herzberg's two factor Theory of Motivation

Herzberg's motivation-hygiene theory, also known as the two-factor theory has received wide spread attention of having a practical approach toward motivating employees. In 1959, Herzberg published his analysis of feelings of above 200 engineers and accountants from over nine companies in the United States. These professionals were asked to describe job experiences where they felt either extremely bad or exceptionally good about their jobs and rated their feelings on these experiences. Responses about good feelings are generally related to job content (motivators), and responses about bad feelings are associated with job context (hygiene factor).

Motivators came about with factors built into the job itself, such as achievement, recognition, responsibility and advancement. Hygiene factors were related to feelings of dissatisfaction

within the employees and were extrinsic to the job, such as interpersonal relations, salary, supervision and company policy (Herzberg, 1966).

Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent /if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate / reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled.

Hygiene factors include:

Pay: - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

Company Policies and administrative policies: - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc. Organization policy and its administration have relation with employees' commitment and professional performance. As Bennell and Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort.

Supervision- Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. Supportive principals are source of professional commitment.

Fringe Benefits: - The employees should be offered health care plans (medical aim), benefits for the family members, employee help programs, etc.

Physical Working Conditions:- The working conditions should be safe, clean and hygienic. The work equipment's should be updated and well-maintained. The working conditions are conducive when administration provides their employees to safe and healthy environment. A well design work environment will increase the organizational commitment and motivation level of employees and it ultimately enhances the outcomes (Brenner, 2004). According to McGuire and Mclaren (2009), conducive and favorable working conditions can affect employee sense of wellbeing and thus, generate higher level of employee commitment. Therefore, it is important for employers to create good working conditions that can enhance workers' commitment.

Interpersonal relations:-The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present. Work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way.

Job Security: - The organization must provide job security to the employees. Job security is an important extrinsic motivational factor. If teachers know that their jobs are secured, they will be motivated to put in their best for the success of the school. Akpan (2013) in his study discovered that job security significantly predicted commitment of university teachers. The researcher suggested that government and school authority should avoid actions that could lead to threat of job security as this could jeopardize teachers' sense of commitment.

Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary. The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005). With regard to teachers, a teacher who feels that his or her salary is not sufficient, but improving the salary may not necessarily leads to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed.

According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit.

Motivational factors include:

Recognition:- The employees should be praised and recognized for their accomplishments by the managers. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja and Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

Achievement: - The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

Growth and Advancement opportunities:- There must be growth and advancement opportunities in an organization to motivate the employees to perform well. Scholars believe that the development activities help a person to make positive contributions to the organization. Alabi (2011) in her study found that teacher development and motivation significantly predicted teachers productivity. The researcher recommended that teachers need to acquire more knowledge through in-service training such as seminars, conferences and regular workshops in order to improve their competencies, productivity and commitment. Thus, teachers need to attend training programs for capacity development. Staff development is associated with the general improvement of teachers in terms of behavior, attitude, commitment, skills, knowledge, and perception in the performance of their duties.

Responsibility: - The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

Meaningfulness of the work- The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated. It is the nature of the tasks to

be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction (Schermerhorn et al., 2011). In general it is the actual content of the job and its positive or negative effect upon the employee whether the job is characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Generally, motivators are things that create positive feelings; hygiene factors were associated with work context and environment. According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself-if the work is interesting (Amos, et al., 2008). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008).

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

2.3.3. Empirical Results of the Two- Factor Theory

The study conducted by, Bassett-Jones and Lloyd (2005), that examined the impact of motivator and hygiene factors to better understand what influences employees to make or not to contribute to a suggestion system. The result of the study indicated that, economic incentives were not the critical factors for contributing suggestions. Rather, it was the recognition by some line managers of the creativity of employees and the encouragement of their growth and development, such that there was a "fostering of a culture of contribution" in the organization that made a difference (Bassett-Jones and Lloyd, 2005).

In general, Herzberg's Theory is applicable to other cultures and other occupations. When this study was replicated in South Africa, of all the factors that contributed to job satisfaction, 86% were motivators and of all the factors that contributed to dissatisfaction over their work, 72% involved hygiene factors. These results were quite similar to the original American study (Herzberg, 2003).

2.3.4. Theory of Motivation and Its Educational Implications

James (as cited in Rue and Byars, 2009, p.265) asserts that "highly motivated employees will work at approximately 80 to 90 percent of their ability." Thus, highly motivated employees can bring about substantial increase in performance and substantial decrease in problems such as absenteeism, turnover, tardiness, strikes and grievances. As a result, the motivational theories and strategies have great implications in the educational system, which includes the following: Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system.

The motivational theories are essential for schools" administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (as cited in Ofojebe, 2010) opined that teachers" motivation provides the essential means for control and coordination of activities within a given school system. For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality education. When the motivational factors applied negatively in the school system causes no satisfaction on teachers which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance.

There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce poorer educational products which have serious implications to education. Teachers" motivation count when it comes to their stability and turnover in the teaching profession. Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers" job retention, their level of participation in decision making and

quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit.

2.4. Work Motivation

Robbins (2000) defines motivation to work as a human willingness to invest effort in working to achieve organizational goals. The willingness of an individual depends upon his having to provide any personal need. The willingness to invest effort in work is not necessarily related to the terms of exchange between the individual and the place of work and calculations of viability of the individual, but also with the mental structure of the employee, his self-image and the values that he represents (Leonard, Beauvais, and Schall, 1999). However, expressions of interest alone are not enough. It is necessary to persistently in the investment of time and effort to achieve that goal. Steers & Porter (1991), referred to three dimensions when it comes to motivation: the intensity of the action, persistence in that action and direction of individual action.

Work motivation is the process that initiates and maintains goal-directed performance. It energizes our thinking, fuels our enthusiasm and colors our positive and negative emotional reactions to work. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. A motivation prevents or nudges us to convert intention into action and start doing something new or to restart something we have done before. It also controls our decisions to persist at a specific work goal in the face of distractions and the press of other priorities (Mustafa, and Othman, 2010).

Finally, motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of our work performance. Thus, motivational performance gaps exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to "work smart" on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Clark and Estes. 2002).

2.5. The Importance of Work Motivation

Motivation is a human characteristic that contributes to a person's degree of commitment. It includes the factor that cause, channel and sustain human behavior in a particular committed direction (Carell, R. et al, 1992). Thus, organizational goals are unattainable without the enduring commitment of the member of the organization, so that the employers are obliged to provide for the factors that motivate employees to higher levels of productivity. So, work motivation is important to the effectiveness of an organization.

In an educational organization, Hanson, E.M (1996), suggest that work motivation would produce a teacher with high vitality. This refers to the positive quality of producing good products and in this case, it is good for student performance. An individual who is highly achievement motivated would tend to be very conscientious in his/ her work and tend to be more responsible. As Bennell and Akyeampong (2007) noted that work motivation is the psychological processes that influence individual behavior with respect to the attainment of the goals and tasks of the workplace. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organization environmental obstacles that can affect goal attainment.

Bennell and Akyeampong (2007) noted that motivation is a broad concept, involving both characteristics of the individual (motivation comes from within a person) and external factors (motivation is determined mainly by the level and type of external rewards that are available). Although, "extrinsic incentives" (particularly, higher pay and a decent working environment) tend to attract the most attention, strives to improve the substance of teachers' work, such as improvement of teaching materials or in - service training, can also be a significant incentives. Steers and Porter (1984) add that teachers who possess autonomy and achievement motivation exhibit less stress and have high job satisfaction compared to teachers who have low autonomy and achievement motivation. Therefore, school principals as well as educational leaders should give serious attention to the motivation of educational employers and making working environment conducive and healthy to bust teacher's professional commitment.

2.6. Teachers' Motivation and Job Satisfaction

Motivating teachers" towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers" are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to succeed effective nation and national wide development. Due to this, various researches were done by ministry of education and other concerned bodies to identify and improve the teachers" motivation level.

Although motivation as a construct is largely subjective and difficult to fully measure, the research conducted by MoE (2008) assumed various possible factors that could harm secondary school teachers. The factors that were analyzed as a de-motivating variable includes lack of incentive, low regard for teachers", poor conditions of service, large class size, lack of career promotion, inadequacy of teaching facility/material, irregular payment of teachers" salaries, lack of accommodation, lack of in-service training, poor supervision and professional support, lack of pupil interest in education, negative attitudes of parents, lack of transfer, too demanding nature of teaching, poor attendance in classroom ,transportation problems and school locations. From these factors the higher de-motivating variables of secondary school teachers were lack of incentives, low regard for teachers and poor conditions of service respectively while the least dissatisfying factor was school location.

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO describes these issues have a significant impact on classroom performance, that is, teachers ability to deliver good quality education as well as on levels of teacher motivation. Moreover, MoE (2006) grouped Ethiopian teachers" dissatisfying factors into two classes; incomes and living conditions in one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives and lack of teacher residence s around schools. Issues of good governance include regular payments of salaries, poor supervision and professional support, low regard and social status for the profession, lack of transference from place to place. Both problems need to be gradually rectified with governance issues given the priority. This is because it is relatively simple for the government to rectify issues related to good governance. However, salary improvements might not be easy as salaries very much drain the education budget more than other expenditures. At the same time, it is impossible to disregard the improvement of incomes under the existing conditions of rising

costs of living. Therefore, a gradual adjustment which corresponds with other sectors of government is essential.

2.7. Concepts of Commitment

In education commitment is one of the most important aspects of the performance and quality of a teacher. National Council for Teacher Education (1998) also stressed that commitment should be the major component of the teacher's training for qualitative education. Commitment is defined as the degree of positive, affective bond between the teacher and the institution. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the institution or their work rather it reflects the degree of internal motivation, enthusiasm and satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs (National Center for Education Statistics, 1997). The Commitment is a set of values, principles or beliefs. The first commitment leads to a common vision and purpose within the organization. The second commitment is to your-self to how one can act as a leader. An effective leader possesses a strong sense of personal integrity and self-confidence. This leads to a willingness to share the credit for success. Commitment means mobilizing to the best of one's ability, knowledge and to know how the individual calls for training to keep both up-to-date. It requires personal commitment and a willingness to take on these tasks, effective contribution of each person in caring particularly for the environment and for the worker's health and safety.

Commitment is the act of binding yourself to a course of action. According to Cambridge Dictionary (2008) "commitment means to promise or to give your loyalty to a particular principle, person or a plan of action". A committed person is loyal and involved, he has a sense of belongingness, feeling that the professional group is an extension of him-self and he is an extension of the professional group. Salanick (1977) has conceived commitment as binding in the individual to behavioral acts; he conceived commitment as a psychological bond of an individual with his organization which is manifested in his loyalty, identification and involvement. According to President Kalam (2002) "total commitment is a crucial quality for those who want to reach the very top of their profession. Total commitment is the common denominator among all successful men and women, total commitment is total involvement, much more than mere working hard" (HarpreetKaur, 2011).

2.8. Teachers Professional Commitment

Commitment is defined as a high level of attachment to an organization (Croswell, 2006). Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Thus, this study uses Meyer and Allen's (1991) analysis of organizational commitment as a foundation for understanding the teacher commitment. When such an analysis of organizational commitment is applied to consider the commitment levels of teachers, it becomes apparent that much of it may be relevant and applicable. However, in field of education, commitment to the teaching profession is becoming increasingly more important than organizational commitment or commitment to the employing school division.

According to Mueller, et al. (1999), teaching represents an occupational labor market in which teachers are relatively free to move from school to school within a particular school district or to another district. Due to the high mobility of teachers between schools, when they are not satisfied or lacking in commitment in a particular school, they might quit the employing school and opt for transfer to another school. But there is still hope of teachers gaining commitment in the new school. On the other hand, when teachers are not committed to the profession, it can have a detrimental effect on the education system as a whole. First, quitting from the teaching profession can take place and it means wasted years and money spent in training colleges or universities to acquire valuable knowledge and skills. To the government, it is a lot of expertise and human resource and retraining and recruitment can be time consuming and financially costly.

In addition to this, the main aim of teacher training is not to prepare teachers to serve and be loyal to a particular group of students or a particular school they are being put in. But training involves internalization of values, norms or roles entailed in teaching to develop their total commitment to the teaching profession, the students and to the teaching fields. This kind of commitment goes beyond the boundary of organizational commitment (a school where ones happens to teach). It also means that one is committed to remain in teaching now and in the near future, whether that includes the school where the teacher currently practices. Therefore, commitment should not be confined to a particular school but should be extended to the overall teaching profession.

Professional commitment may be described as a person's belief in and acceptance of the values of his or her chosen occupation, and a willingness to continue and grow in that occupation. It is the degree to which one is committed to one's profession, including feelings of devotion and social responsibility. Brooks and Swailes (2002) described professional commitment as the intense feeling of identification of an individual with and participation in that particular profession. Chapman (1982) opined that commitment of teachers is the degree of psychological attachment to their profession. According to Meyer and Allen (1997) teacher commitment is a psychological position that displays teacher's relationship with his or her profession and has an effective impact for the decision to remain as a part of that profession. Professional commitments of teachers include pride in one's being in the teaching profession and a strong yearning for professional development. On the basis of teacher commitment, it is possible to categorize the teachers as are dedicated and take profession very seriously than those who prefer their own interest (Nais, 1981; 1989). Commitment to teaching profession is devotion to teaching as a profession (Day, 2004).

To this end Allen and Meyer (1993) adapted their work from organizational commitment and defined three different types of professional commitment, the affective, normative, and continuance professional commitment, these three professional commitments correspond to (a) emotional, (b) feeling of obligation, and/or (c) economic reasons of a person. An employee may be committed to the profession because of one of the above single mental state or combination of two or even three of them.

2.8.1 Affective Professional Commitment

Affective Professional Commitment refers to identification with, involvement in, and emotional attachment to the profession. Thus, employees with strong affective professional commitment remain members of their profession because, they want to do so. For example, professionals with a strong sense of affective commitment to their profession will keep up with developments in their profession subscribe to trade journals, attend professional meetings, and participate in their professional association. Similarly in educational setting affective professional commitment refers to teachers' emotional connection to, identification with, and participation in the teaching profession and its objectives in regard to (a) motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires, (b) compliance to teach altruistically and contribute to the success of the teaching

profession, and (c) keenness to make special sacrifice—do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware and Kitsantas, 2007)

2.8.2 Continuance Professional Commitment

Continuance Professional Commitment refers to commitment based on the employee's recognition of the costs associated with leaving their profession employees with strong continence. Commitment remains with their profession because they realize that they have much to lose by not doing so. For example professionals with high levels of continuance commitments might be less inclined to involve themselves in professional activities other than those required to retain membership of their profession (Meyer et al., 1993). In educational setting it refers to "the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs" (Ware and Kitsantas). It is the "economic compulsions that make the professionals stay with the profession and its values" (Maheshwari et al., 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

2.8.3. Normative professional Commitment

Normative professional Commitment refers to commitment based on a sense of obligation to the professional. Thus, normative professional commitment refers to the feelings of moral responsibility of people to stay in the profession (Allen and Meyer, 1993; Bagraim, 2003; Ware and Kitsantas, 2007). It is "the sense of obligation of the professional towards the profession to uphold the values" (Maheshwari et al., 2007). Employees with strong normative professional commitment remain members of their profession because they feel they ought to do so. Normative professional commitment may develop because of effective professional socialization or scarifies involved in becoming a member of a particular profession. According to Korso Gude Butucha (Dr) (2013) in his study; "Teachers' Perceived Commitment as Measured by Age, Gender and School Type University of Eastern Africa, Baraton, Kenya Greener Journal of Educational Research", reported the normative professional commitment scale can be used to measures teachers' feelings of moral responsibility to stay in the teaching profession.

All three components of professional commitment have implications for an employee's staying with (or leaving) their profession. Common to these three components it is understandable that commitment is a psychological state that characterizes the employees' relationship with their profession and has an implication for the employee's decision to continue or discontinue membership of their profession.

2.9. The Relationship between Motivation and Professional Commitment

Whatever be the realm of work, professional commitment demands high degree of persistent and enduring motivation. Goals of professional commitment would remain half achieved if motivation remains at low ebb. Teacher's conscious of their duties and responsibilities and the expectations of different stakeholders about them know in their heart of hearts that justice to their tasks demands hard work every day and hard work can be consistently put in only if cognitive, affective and co-native aspects of motivation are kept going. If motivation is not there, there can hardly be any professional commitment for teaching. The lower the motivation to teach, the lower would be the degree of professional commitment for keeping their membership in the profession and to exert any aspect of teaching. Following the same logic of reality it can be safely asserted that where there is higher motivation to teach, the higher would be the degree of professional commitment.

Research has highlighted intrinsic and extrinsic motivating factors which make for better teacher performance (Lee, 1996; Balasubramanyam, 2005; Ramachandran et. al. 2005; Javaid, 2009 cited by Huang, Y. D. (2015). It has also been concluded that extrinsic motives are no doubt essential but it is self or intrinsic motivation which is most important. Firestone and Pennel (1993) noted that a committed teacher is one who is intrinsically motivated because of a sense of meaning in job responsibilities. Zhao et al. (2011) indicated that teachers with extrinsic motivation showed lower level of professional identity as compared to teachers with intrinsic motivation.

Meyer and Allen (1991) pointed out that motivational factors which significantly predict organizational commitment among blue collar workers are promotion, satisfaction, job-characteristics, extrinsic and intrinsic rewards. Employees' productivity is highly related to their motivation levels and a higher level of organizational commitment. Motivation of workers can be viewed from two perspectives namely, intrinsic and extrinsic motivation. Thomas and Velthouse (1990) defined intrinsic motivation as positively valued experiences

that an individual employee gets directly from the job and intrinsic factors that motivate workers to higher commitment are achievement, recognition, advancement, nature of work and challenging tasks. Extrinsic motivation involves factors which are peripheral to the job and include pay, working conditions, job-security and supervisor/ subordinate relations (Akpan 2008). Mullins (1996), reported that both intrinsic and extrinsic incentives significantly related to employees' commitment and loyalty to the organization. He suggested that managers of human resources should pay attention to both intrinsic and extrinsic incentives in work organization so as to motivate employees to higher level of commitment and productivity. This assertion was in agreement with the works of Akpekpe and Ejere (1997) who found that the major determinants of job commitment were motivation and job satisfaction.

Motivated teachers make effective contributions at work because of strongly developed feelings of behavioral commitment (Manning and Patterson, 2005). Ackerina (2013) also concluded that education professionals who possessed public service motivation were professionally committed to their careers.

I.F.W. van den Berg (2011) Present research aims to explore possible link between intrinsic motivation, extrinsic motivation and two forms of commitment: occupational commitment and organizational commitment. These two forms of commitment could be separated within three\types of commitment: affective, normative and continuance. The researcher used an online English questionnaire was used to collect data from 162 respondents. These respondents were university teachers of several departments of one participating university. The result for this research shows that there is negative relation between intrinsic motivation and affective commitment to the organization which is partially mediated by work engagement. With regard to extrinsic motivation and normative commitment to both the organization and occupation, the results are positive, but not significant. The coefficients of the relations between extrinsic motivation and continuance commitment to both the organization and the occupation are consistent with the hypotheses, which predicted a positive result. This research shows the first results on the relation between the several types of motivation and commitment. Although there are positive results with regard to extrinsic motivation and commitment, more research is recommended.

Caroline Njambi (2014) Factors influencing employee motivation and its impact on employee performance in Amref Health Africa in Kenyan Organizations. The major conclusions are

that employee motivation is a highly sensitive concept which is affected by a multiplicity of factors which are extrinsic within the organization. The study also asserts that the issue of motivation as personal or inherent factor in an employee predisposes and employee to develop a certain mind set regarding their jobs. The study recommended that the organization should acknowledge and exploit the extrinsic factors in their human resource management practices particularly in the strategic human resource management to ensure that the employees are well motivated to perform their tasks. In addition, the organization should include such extrinsic factors as encouraging employee involvement in the decision making and innovation, and increase the opportunities for the personal growth for the employees among other practices that can positively influence the intrinsic factors and facilitate the establishment of high levels of employee motivation. Furthermore, the organization and the general management should consider implementing policies and practices that positively affect employee motivation. And lastly, that the future researchers should conduct more study on the issue of employee motivation in order to facilitate the understanding of this intricate concept.

Huang, Y. D. (2015). Impact of Intrinsic Motivation on Organizational Commitment: Empirical Evidences From China. The objective of this study was to analyzes and compares the relation between intrinsic motivation and organizational commitment in two countries, the US and China. For this purpose questionnaire from 330 samples are collected in the US and China, and analyzed using partial least square (PLS) based structural equation modeling (SEM). The result indicated intrinsic motivation is positively associated with affective commitment and normative commitment in both the US and China. Intrinsic motivation is also positively associated with continuance commitment in the US, but not in China. He was concluded Employees motivated by the enjoyment of their job will have high levels of commitment to their organization. Unlike employees in the US, employees in China do not regard the loss of enjoyment of their job as a cost associated with leaving an organization.

Seamus Staunton (2019): conduct a study to explore the link between intrinsic motivation and organizational commitment within the context of a sales organization. This research study, undertaken as part of a Human Resources Masters course, was conducted to explore the possible correlation between intrinsic motivation and organizational commitment within the context of a multinational sales organization. Questionnaire was distributed to 180 employees within 6 different geographical markets of the organization. These were Ireland, UK, Belgium, France, Spain and the Netherlands. 103 completed questionnaires were received

back. The findings revealed that there is, within the host organization, a positive correlation between intrinsic motivation and affective commitment, that there is no correlation between intrinsic motivation and continuance commitment and that there is also a positive correlation between intrinsic motivation and normative commitment.

The study conducted by Ashenafi Ambire (2018). The major purpose of this study was to examine Factors Affecting Teachers Motivation between Selected Government and Private Secondary Schools in Addis Ababa. City Questionnaire was used to gather data using 67 secondary school teachers in. The study result showed that teachers' motivation most of the time do not owe to extrinsic factors; teachers do not select their profession by their own: and they need external force to pressurize them to go to this profession.

They don't like their profession; teachers don't have any special objectives in this field. They are not motivated to be creative for the achievement of their students; almost all of them don't have reasonable salary and don't receive their salary of time/ while a few teachers who are teaching in private school/nations/ relatively receive better salary. Teachers are not aware they are given importance in the society; although there is some kind of improvements still Teachers are not ready to face all kinds of situations in class. They are avoiding responsibility. Due to lack of serial on Job training and capacity building programs. They don't have special abilities to teach. Teachers are not satisfied with their present performance and they are not self-confident. The students don't understand what they want to communicate in the class. But still the students like them. Teachers can't control the class very well and they feel anxious in the class.

The study conducted by Aweke Shishigu in 2015.The case study aimed to investigate factors that affect teachers' motivation and professionalism. Two public second cycle primary schools were selected in Addis Ababa. A structured and semi structured interview was conducted with teacher participants and also an open and closed ended questionnaire was administered. Field observation was also conducted for consecutive five weeks. From the data obtained the key factor for poor motivation of teachers was repellent salary. Teachers felt that the salary and incentives are very low. The study also revealed that the other reason, in addition to salary and benefits, for the low motivation of teachers was the low emphasis given by the society, student's misbehaviors and the inability of the school management and administration to effectively address the teachers' demands for supportive and fair leadership.

The study conducted by Klara Giertz in (2016) pointed out that education is highly affected by the attrition and de-motivated teachers in Ethiopia, therefore, Ethiopia is used a case to investigate the phenomenon of teacher attrition and motivation. As there can be no education, and subsequently no inclusive human development can take place without teachers, it is a critical issue to solve. There is an extensive body of research on the causes for the SSA teacher turnover; hence it is argued in this study that these are correlated to the de-motivational factors of the teachers. The significance of teachers' motivation in SSA in the context of quality assurance has become more recognized in recent years. In this study, the motivation of the teachers is analyzed by applying Maslow's Hierarchy of Needs theory and Herzberg's Two-Factor theory. A total of 42 teachers and principals in Ethiopian public primary schools were interviewed, rural and urban schools respectively. It was concluded that the expectations had changed over time and is now at a very low level. In terms of de-motivation the teachers experience this due to mainly budget limitations, low occupational status, a decrease in student's motivation and poor policy implementation processes. The future situation of the teachers and the education sector at large is facing many challenges and there is an immediate need for a satisfactory policy response to ensure quality education by increasing teacher's motivation.

The study conducted by Berhanu Shanko (2018). The major purpose of this study was to investigate the professional commitment and job satisfaction of government secondary school teachers in Hadiya Zone and the relationship between them. To accomplish this purpose, both quantitative and qualitative methods were employed. And 276 (11.64%) teachers were selected by lottery technique. Correspondingly, 14(20.59%) principals,7(21.89%) supervisors and 17 (21.79%) vice principals were included by using census.

The findings revealed that the working environment and facilities (arrangement of office equipment, cafeteria services, and laboratory resources), financial benefits and compensation systems, promotional opportunities and practices, responsibilities, and recognition of teachers were not adequate in satisfying their needs. Similarly, teachers had a very low commitment (affective, continuance, and normative) towards to government secondary schools of Hadiya Zone. The professional commitment and job satisfaction of the secondary school teachers was also found to be having a strong positive correlation. He concluded that teachers' job satisfaction and commitment are very critical to improve the students' achievement and behavior. There is evidence to prove that when teachers are satisfied with their job, they

become committed to their job and hence there is effectiveness in the work they do, thus benefiting the students.

Gemeda, F.T. & Tynjälä, (2015), also conducted a study: voice from the field; explores teachers' motivation for teaching and professional development in secondary schools in Ethiopia. Data were collected via interviews and focus group discussions from 32 teachers. The fining of his study stated two most important factors that influence teachers' motivations were the salary and the missing link between performance and rewards, and the others several factors were related to these two factors. Concluded the issues of salary and missing link between performance-rewards were the biggest motivational challenges for teaching and participation in the professional development in Ethiopia. The low pay for teachers forces them to look for better paying jobs, which is intern undermining their participations of professional leaning opportunities within the teaching profession.

Butucha (2014) that showed public secondary school teachers" perceptions of professional commitment found to be above average with affective (3.60), Continuance (3.17) and normative (3.25) at Significant 0.05 level and study showed that it appears that secondary school teachers are emotionally bound to the teaching profession and have almost average continuance and normative commitment.

Mensah (2011) in a study on motivation and job commitment among teachers in four selected Senior High Schools in the Ashanti Region of Ghana reported a significant positive correlation between motivation and commitment of teachers. This finding is in consonance with the research work of Choong, Wong, and Lau (2011) who reported a significant correlation between intrinsic motivation and the three components of organizational commitment namely, affective, continuance and normative. The result of the study further revealed that intrinsic motivation significantly predicted organizational commitment.

In a related study by Meysan and Ali (2013) it was found that work motivation has a significant positive impact on organizational commitment of employees. The study further revealed that extrinsic motivation has more influence on organizational commitment of employees in comparison with intrinsic motivation. This finding suggests that institutional administrators should pay great attention to factors that positively impact work motivation. The study further showed that normative, affective and continuance commitment had the most to the least impact on organizational commitment of employees. This finding suggests

that institutional or organizations' managers should provide suitable environment in work organizations to reinforce employees' commitment positively.

Alabi (2011) reported in her study that teacher motivation and development significantly predicted teacher productivity. This finding shows that teachers need to be well motivated in terms of remuneration, status, recognition and training so that they can show more commitment to their job and the institution.

2.10. Conceptual Frame Work

Based on the overall review of related literatures and the theoretical framework, the following conceptual framework in which this specific study governed is developed. As explained in the literature, intrinsic and extrinsic motivation has significant relationship and impact on teachers professional Commitment (I.F.W. van den Berg (2011). Therefore in this study professional commitment has taken as dependent variable analyzed based on Mayer and Allen's (1993) analytical framework (Affective, countenance and Normative professional commitment) while, teachers intrinsic and extrinsic motivation is as independent variable based on Herzberg's two factor theory of motivation. Intrinsic motivations includes (achievement, recognition, responsibility and advancement) and Extrinsic motivation includes (salary, job security, working conditions, school policies, quality of technical supervision and quality of interpersonal relationships.

The relationship between dependent and independent variables is proposed as follows

Independent

Variable

INTRINCIC FACTORS	EXTRINSIC FACTORS
◆ **Achievement**	◆ **Salary and benefit**
◆ **Work itself**	◆ **Supervision Support**
◆ **Recognition**	◆ **work condition**
◆ **Advancement**	◆ **school policy**
◆ **Responsibility**	◆ **Job Security**
	◆ **Interpersonal Relationship**

Dependent

variable

Professional commitment
➢ **Affective professional commitment**
➢ **Continuance professional commitment**
➢ **Normative professional commitment**

Source: Developed by Researcher from Literature Review (2022)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis which will be utilized by the individual researcher discussed in detail as follows.

3.1. Research Design

Orodho (2003) defines research designs the scheme, outline plan that is used to generate answers to research problems. It is the conceptual structure within which research is conducted (Tromp and Kombo, 2011). To this end since the primary objective of this study is for investigating the relationship between teachers' motivation and professional commitment in secondary schools of West Omo zone, the researcher was primarily used a correlation research design. Because it would enables the researcher to investigate the relationship between the dimensions of these two variables, i.e. teacher's motivation (intrinsic and extrinsic motivation) and their professional commitment (affective, continuance and normative professional commitment).

3.2. Research Method

The study was followed quantitative approaches through close-ended questions. Quantitative approaches were emphasized because assessing the status and relation on teacher's motivation and professional commitments of secondary schools could be better understood by collecting large quantitative data.

3.3. Source of Data

In order to strengthen the findings of the research the relevant data for the study generated from primary sources were employed in the study, these were describing bellow as follow.

3.3.1 Primary Source of Data

In this study primary data source was use to obtain reliable information on teachers motivation and professional commitment. The sources of primary data were secondary school teachers.

3.4. Descriptions of the Study Area

This study was conducted to explore teachers' motivation and professional commitments among secondary schools of West Omo Zone. West Omo Zone is geographically located in south-west region of SWENPRS of Ethiopia. Its capital city, Jemu is 860 km away from Addis Ababa, the capital city of Ethiopia and---km away from the capital city of SWENPRS. West Omo Zone is border in the south by Debub Omo zone, on the west by Gambela regional state of Ethiopia and republic of south Sudan, in the North Bench Sheko zone and in the east by keffa zone. West Omo Zone has one pastoral and six semi-pastorals, totally seven woredas which were under the Bench Maji Zone administration until 2011 E.C. It was during at the end of 2011E.C. this new zone (West Omo Zone) were organized and added as a new zonal administrative structure under SWENPR having seven pastoral and semi pastoral woredas. These are Me'enit Shasha, Me'enit Goldiya, Gari Gecha, Gachit, Bero, Maji and Suri.

3.5. Population, Sampling Size and Sampling Techniques

The total population of this study was all the West Omo Zone government secondary school teachers. Under west Omo zone there are 9 secondary schools and 169 secondary schools teachers. From the homogeneous populations selecting more than 30% representative sample is possible (Kothari, 2006). For this research, simple random probability sampling technique used to obtain the representative sample units. So, from the total 9 secondary schools of West Omo Zone 6 (66.667%) were selected using simple random (lottery) sampling technique.

Because the schools in the West Omo Zone have been relatively found in similar setting and if the selection is random it is very important for generalization of the finding to schools in the Zone. The researcher took sample size of 6(66.667%) secondary schools were representative sample and were managed the work of the study in terms of time and minimize cost.

After selecting six general secondary schools, sample teachers were selected. The total numbers of teachers in the sample schools were (122). To determine the sample size formula of Yamane (1967) was used

$$n = \frac{N}{1 + N(e)^2}$$

Where; n = sample size

N = total number of population (122)

e= the level of precision=0.05

Therefore, $n = \dfrac{122}{1+122(o.o5)^2} = 94$

Thus, out of (122) 94 were taken as a sample in the study. To give equal distribution of teachers between schools proportional allocation to size of teachers in each school was done. To represent equal proportion of sample teachers in each secondary school William (1977) formula has been utilized. Hence it was done by dividing the targeted sample teachers (94) with the total number of teachers in the sample secondary schools (122) and multiplied by total number of teachers in each school.

$Ps = \dfrac{n}{N}x$

Where, Ps = Proportional allocation to teachers' sample size in each school

 n = Total/Target teachers' sample size (94)

N = Total number of teachers in the six selected sample schools (122)

X = number of teachers in each school

Based on the above formula, sample size of teachers in each secondary school is computed.

1. Bachuma secondary school (teacher population = 19) Ps = 94/122 x 19= 15

2.JemuHidasse secondary school (teacher population=17)Ps=94/122x17=13

3. Chebera secondary school (teachers population = 21) Ps = 94/122 x 21 =16

4. Tum secondary school (teachers population = 30) Ps = 94/122 x 30 = 23

5. Mehal-Maji secondary school (teachers population=19) Ps=94/122x19 = 15

6. Kibish secondary school (teachers population = 16) Ps = 94/122 x 16 = 12

The sum of the sample size of the above secondary schools teachers are: 15+ 13 + 16 + 23 + 15+ 12 = 94

After this, the researcher has employed simple random sampling technique, this is based on the assumption that it gives equal chances for the respondents to participate in the research, especially lottery method were employed, to select the representative teachers in each school. Accordingly, 94 teachers were taken as a sample in this study.

Table 1- Summary of population, sample size and Sampling Technique

No	Name of Secondary Schools	No of teachers	Sample size	Sampling Techniques
1	Bachuma	19	15	Simple Random Sampling Techniques
2	JemuHidasse	17	13	
3	Chebera	21	16	
4	Tum	30	23	
5	Maji- lewutfire	19	15	
6	Kibish	16	12	
7	Total	122	94	

3.6. Instrument of Data Collection

For gathering relevant data from both primary data sources questionnaire and document analysis was utilized as major data collection instruments.

3.6.1. Questionnaires

Questionnaire had been employed to collect the required data from teachers. The individual researcher proposed to utilize questionnaire because of its potential for collecting necessary information from large number of study subject (population) within a short period of time. The questionnaires were dispatch and collected by assigning data collectors. To make the data collection procedure smart and cleared from confusions, the researcher was properly gave orientation for data collectors regarding the overall data collection procedures.

The questionnaire has two parts. The first part of the questionnaire describes about respondents' background information, such as: sex, age, educational qualification, length of service and location of school. The second and the largest part contain the whole number of question items which would enable to address the basic questions of the study. The items

were prepared by utilizing a rating scale having value in between one and five. Because this would give chance for the researcher to get a greater uniformity of responses of the respondents and this would helpful to make it easy to be processed.

3.7. Procedures of Data Collection

To answer the research questions of the study, the researcher had followed series of data gathering procedures. The researcher had taken the official cooperation letters from Jimma University, and then informed the West Omo Zone education departments and the woreda education offices about his plan and asked to get a cooperation letter. Based on this the researcher had contacted with all the sample general secondary school principal and finally getting permission to collect data from teachers has been guaranteed by them (schools' principals). Data was gathered by the researcher and his friends (data collectors). To do so the individual researcher had gave deep and precise orientation about data collecting ethics for his friends during questionnaire. Teachers also asked whether they are willing to participate in the study or not.

Cover letters was attached to the questionnaire, so as to explain the nature of the study and for assuring respondents of the confidentiality of any information provided. Respondents also provided with detailed instructions as to how the questionnaires completed and returned. Data collectors also introduced about the objective and purpose of the study for the respondents so as to gather trust worthy data from respondents through questionnaires. Finally, the researcher has been able to collect a completed questionnaire from the data collectors to carry out the research data analysis.

3.8. Validity and Reliability Checks

The two factors which measure the quality and effectiveness of a quantitative study are reliability and validity. Reliability refers to the consistency of the data which has been collected in a specific measure. That is to say that for example, a questionnaire, should gather approximately the same data each time that it is used. This represents the confidence in the data. A pilot study was conducted on two secondary schools which including fifty (15) teachers from each school to ascertain the reliability and validity of the research instruments. Accordingly, Kibish and Tum secondary schools 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 and Santos, 1999). According to Hair, Babin, Anderson and Tatham (2010) an acceptable reliability coefficient is greater than or equal to 0.70. Teachers' intrinsic motivation, extrinsic motivation and professional commitment questionnaire was pilot tested on thirteen teachers.

The resulting Crombach's alpha coefficients value in this study for intrinsic motivation questionnaire were .941, for extrinsic motivation sub-scales was 0.805 and for professional commitment was 0.901. In further analysis instrument Meyer and Allen (1993) 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 (intrinsic motivation, extrinsic motivation and teacher's professional commitment) were relatively high. This implies that the instrument employed in this study was reliable. In addition to this the Crombach's alpha coefficients value of each components had been attached under appendix of the theses report paper.

3.9. Method of Data Analysis

The collected data was analyzed by means of the Statistical Package for Social Sciences (SPSS) version 23. Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The data collected from teachers through closed ended questionnaire were processed and analyzed by several sets of statistical tools. Percentage and frequency were used to analyze the respondents' background information. Likewise, mean and standard deviation were used to summarize the level of teachers work motivation and

professional commitment. Pearson's (r) Product-Moment Correlation was used to measure the relationship between variables (intrinsic and extrinsic motivation) and (affective, continuance and normative professional commitment). The level of significance was set at 0.05. In order to determine which independent variables best predicted teachers work motivation, linier regression and beta correlation coefficient was employed by the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data. The study attempted to study the relationship of motivation and professional commitment. Hence, the groups that are included in the study were teachers. The data gathered by questionnaire and the summary of the quantitative data presented by the use of tables and various statistical tools. The research design is correlation research design. In this study, the main respondents were teachers and gave necessary information on the issue raised through closed ended questionnaire. All the questioner items were properly filed and collected from all 94 sample secondary school teachers. Therefore, the data is described and statistically analyzed using descriptive statistics (frequency, mean and standard deviation) and correlation analysis (Pearsons (r) Product-Moment Correlation coefficient and linear regressions).

4.1. Demographic Background of the Respondent

The demographic background of the respondents is present in this section. The respondents profile is analyze as per their age, gender, academic qualification, and years of service in teaching profession.

Table 2 Demographic characteristics of reports

	Characteristics	Frequency	Percent
Sex	Female	20	**21.3**
	Male	74	**78.7**
	Total	94	**100.0**
Age	25 &< 25 years	5	**5.3**
	26-30 years old	49	**52.1**
	31-35 years	34	**36.2**
	36-40 years	5	**5.3**
	41 & above	1	**1.1**
	Total	94	**100.0**
Qualification	BS/BA	81	**86.2**
	Diploma	8	**8.5**
	MS	5	**5.3**
	Total	94	**100.0**
Experience	< 5 years	57	**60.6**
	5-10 yeas	33	**35.1**
	16-20	1	**1.1**
	> 20 years	3	**3.2**
	Total	**94**	**100.0**

The above table 2, indicates that out of 94 respondents, 74 (78.7%) were males and 20(21.3%) were females. It shows that majority of teachers in secondary schools of West Omo Zone were male. In terms of age, both 25 and < 25 and 36-40 years were equal frequency of 5(5.3%) of the total age groups whereas 41 and above years shows the least age rage i.e 1(1.1%); the data indicates that majority of teachers' respondents 49(52.1%) and 34(36.2%) were between the age range of 26-30 years and 36-40 years respectively under West Omo zone secondary schools. In addition, Table 2, indicates that level of education is concerned, more than half of the respondents 81(86.2%) were Bachelor Degree holders and 5 (5.3%) are Masters Courses and Master's Degree holders, whereas the remaining 8(8.5%) of teachers were diploma holders. It shows as majority of responded teachers were Bachelor Degree holders. This show even though the majority of secondary schools were equipment teachers who full fill the minimum qualifications requirement for the level, still there were also about 8.5% of secondary school teachers were under the minimum qualifications standardized and we're diploma holders in West Omo Zone. This would have its own effect on overall education system and on secondary school student's academic achievement.

Furthermore, the same table shows as 57(60.6%) had teaching experience of less than five years, 33 (33.5%) of the respondents were 5-10 years of experience and from the remaining respondents 3(3.2%) and 1(1.1%) have 16-20 and above 21 years of experiences. This indicates that the majority of teachers in secondary school of West Omo zone were beginner teachers whose experiences are five and below five year. From this we understand that majority of teacher were not committed to keep working in West Omo Zone secondary schools due to the majority of schools were equipped with fresh teachers who keeps working there until they get transfer opportunity in other school schools.

4.2. Status of Teachers' Work Motivation

There is a motive, or a string of motives, behind every kind of behavior in all situations. Almost everyone, in some way is motivated. The motive might be to achieve something, to accomplish a task among others. There are two basic types of motivation which an individual (in this case a teacher) experiences. These are intrinsic motivation and extrinsic motivation. To this end to determine the teachers motivation level 18 items for intrinsic and 12 items for extrinsic within 5 and 6 sub category based on Hertzberg two factors theory of motivation respectively were discussed under intrinsic and extrinsic motivation sub categories as follows.

4.2.1. Status of Teachers Intrinsic Motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the teaching profession itself. All this factors exists within the individual rather than external pressures. It is based on taking pleasure in an activity rather than working towards an external reward.

Table 3 Teachers Achievement

Status of teachers motivation on Achievement	N	Mean	Std. Deviation	Variance
I am motivated with the results of my students achievement	94	3.74	1.154	1.332
The chance I do my best all the time encouraged me to Work hard	94	3.33	1.239	1.535
The feeling of accomplishment I get from job motivated me to work hard.	94	3.35	1.389	1.929
The pride I received in making job well done induced my motivation	94	3.37	1.209	1.462
Achievement **(M=3.44; SD= 1.14)**				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As indicated in table 3 the respondents response indicates the level of teachers work motivation on achievement regarding, the result of students' academic achievement, the chance to do their best all the time, the feeling of accomplishment they get from job and the pride they received in making job well done respectively. The average mean of teachers motivation on achievement were (M=3.44, SD=1.14) this indicates the teachers agreement on the issue raised and the level of teachers' work motivation on achievement in the secondary schools of West Omo zone were moderate/ at satisfactory level.

Table 4 Teachers Responsibility

Status of teachers motivation on Responsibility	N	Mean	Std. Deviation	Variance
The responsibility I have in the school give motivation.	94	3.38	1.400	1.959
Being responsible for my own work (working without close supervision) encouraged me to exert all my effort in this job.	94	3.71	1.381	1.906
I am motivated with the freedom I have to make judgment in matter related with my job in this school.	94	3.48	1.124	1.263
Working Condition **(M=3.53;SD=1.22)**				

Scale:- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As Table 4, above reveals, having responsibility and professional freedom motivated the majority of West Omo Zone secondary school teachers. The overall mean score 3.53 with a standard deviation of 1.22 indicates the teachers agreement on the issue raised.

However, there was a mean difference among each measure. The mean score of being responsible for their own work (working without close supervision) encouraged encourage them to exert all their effort in their job is 3.71 and it exceeds the mean score of the other measures of intrinsic motivational factors related with teachers' responsibility and professional freedom. But the mean score for, teacher's motivation with the responsibility they have in the school been least when compared to the other measures of teachers work motivation and it was 3.38. From these the researcher concludes that, extent of West Omo zone secondary schools teacher's motivation on responsibility was high which is above satisfactory level. This implies giving professional freedom and responsibility for teachers in their professional activity have a strong contribution in improving teachers motivation.

Table 5 Teachers Recognition

Status of teachers motivation on Recognition	N	Mean	Std. Deviation	Variance
Recognition and appreciations on genuine efforts motivated me to work hard.	94	3.35	1.233	1.521
I have a desire to be well known in teaching profession	94	3.35	1.404	1.972
I fell more useful to the community as a teacher than being in any other profession.	94	3.16	1.338	1.791
Praise and certification for the teachers' effort motivated me	94	3.19	1.386	1.920
Recognition (M = 3.26; SD=1.24)				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

The average mean of teachers motivation on recognition was (M=3.26, SD=1.24) this indicates the teachers agreement on the issue raised and the status of teachers work motivation on recognition in the secondary schools of West Omo zone was moderate with the average mean score in between (M= 2.5-3.49). From this the researcher concluded that still further attention needs to improve the practice of recognizing teacher efforts by designing and implementing different strategies.

Table 6 Teachers Advancement and Development opportunity

Status of teachers motivation on Advancement	N	Mean	Std. Deviation	Variance
I am motivated with the professional development opportunity I get on this job.	94	3.84	1.256	1.576
I am motivated with the clear path for career advancement on this profession.	94	3.56	1.418	2.012
I am motivated with the promotion and advancement opportunity I get on this job	94	3.74	1.261	1.590
I am motivated in realizing my ultimate personal Potential	94	3.72	1.299	1.686
Advancement		**(M=3.56; SD=1.29)**		

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As can be observed from Table 6, the overall mean response toward teachers' motivation on professional development and advancement opportunity in teaching profession is M=3.56 with a standard deviation of 1.29.

This shows that teachers are highly motivated with the advancement and professional development opportunities obtained in their profession for secondary school teachers of West Omo zone. Even if, the majority of secondary school teachers indicated their agreement for all of the item related with their motivation on the advancement and professional development opportunity practices under their profession for secondary school teachers, it need additional effort to make teachers more motivated and effective to their work. The studies by (Smith & Warner, as cited by Ogulu Biru (2014) suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. This implies advancement is a major force in motivating teachers to boost their performance to approach their maximum potential to keep their professional commitment.

Table 7. The Nature of Work itself

Status of teachers motivation on Work itself	N	Mean	Std. Deviation	Variance
Teaching gives me a great deal of job satisfaction.	94	3.53	1.404	1.972
Pleasure in teaching and helping students to grow successfully motivated me in teaching profession.	94	3.70	1.318	1.738
The challenging nature of the job motivates me to work Hard	94	3.44	1.380	1.904
Work It-self (M=3.56; SD=1.29)				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As indicated in table 7. respondents were asked to express their agreement regarding their motivation with, the job satisfaction obtained from teaching, their desire to teaching and helping students to grow successfully and the challenging nature of the job, the average mean score, respectively. This all the above mentioned reasons, show a greater mean value. So the greater the mean (ie. M= >3.5) means the higher level of agreement to be motivated. These indicate teachers were highly motivated with the work they do. The average mean of work itself is (M= 3.56 SD=1.29) it indicate that higher level of teachers' work motivation on work itself in the secondary schools of West Omo zone.

Ojulu Biru (2014) indicated Principals may think that if a teacher has a simple task that he will become efficient at it over time. However, it is also significant to look at the fact that doing the job that is the same day in day out can be boring. When teachers are given a job with varied tasks and ability they tend to stay more motivated. These imply that the inherent nature teaching profession has a more profound influence on teacher's motivation. Pleasure in teaching and helping students, satisfactions from teaching and the challenging nature of the profession has motivated most of secondary schools teachers to remain in their profession.

Table 8 Summary of Teachers status of Intrinsic Motivation

Descriptive analysis was used to obtain the overall mean value for each of intrinsic motivation factor/dimensions followed by comparing the overall mean with mean interpretation to determine the level of teachers' intrinsic motivation to their job in the West Omo zone secondary schools. The overall mean value is presented in Table 8 below

Grand Mean	N	Mean	Std. Deviation	Variance
Achievement	94	3.4495	1.13745	1.294
Responsibility	94	3.5248	1.22156	1.492
Recognition	94	3.2633	1.23696	1.530
Advancement	94	3.7181	1.11757	1.249
Work Itself	94	3.5567	1.28626	1.654
Intrinsic Motivation			**(M=3.5; SD=1.08)**	

< 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As Table 8.above reveals, majority of the respondents were motivated on their work due to factors related with teacher's intrinsic /motivational factors. The overall mean score 3.504 with a standard deviation of 1.078 indicates the teachers are intrinsically motivated with the

work they do with small variation among their response from the average mean. This implied that teachers in West Omo zone secondary schools were highly motivated in their work by intrinsic factors of motivation. This finding is consistent with Hertzberg's (1966) description of tasks as intrinsically motivating when they are characterized by key motivators such as responsibility, challenge, achievement, variety and advancement opportunity and also with the result by Ojulu Biru(2014) and Meseret (2015) who found that the intrinsic motivation of teachers was at higher and satisfactory level respectively.

According to (Ryan and Deci, 2000) intrinsic motivation is related to an insider desire of human, and the internally enjoyment and satisfaction. This type of motivation is related to internal tendencies and can affect behavior without need for using any rewards. This implies Usually presence of this type of motivation has special affirmative effects on teachers, it enhance teachers' concerning about their work, make them trying to do their duties at the best ways, and it increase their willing to remain in teaching profession.

4.2.2. Status of Teachers' Extrinsic Motivation

Extrinsic motivation on the other hand is a drive to perform an activity in order to attain an outcome, which then contradicts intrinsic motivation. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and benefit, working conditions, school policy, the nature of supervision support and relationships with others.

Table 9 School Policy and Job Security

Work Motivation on School Policy and Job Security	N	Mea N	Std. Deviation	Varia nce
I am motivated with the job security I have in teaching profession	94	2.70	1.302	1.695
The school policies encourage and motivated me to work hard my job (School policy)	94	1.68	.819	.671
Valid N (listwise)	**94**			

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As indicated in table 9. The respondent's response indicates the level of teachers work motivation on job security and school policies respectively. The average mean of teachers motivation due to the job security they had in teaching profession was (M=2.70, SD=1.3) this indicates a moderate/ satisfactory level for work motivation due to job security in the

secondary schools of West Omo zone. Whereas the level of secondary school teachers motivation on the school policies were very low with (M=1.68, SD=0.819) this indicates that teachers are highly de-motivated by their school policies.

Table 10 Teachers' Salary

Status of Teachers' Work Motivation on Salary	N	Mean	Std. Deviation	Variance
I am motivated to work this job due to my salary	94	1.56	.850	.722
I am motivated with the frigid benefit, allowance and income I get from this job	94	1.62	.764	.583
The chance for salary increment in teaching profession gives motivation for secondary school teachers.	94	1.61	.691	.478
Salary (M=1.6; SD= .67)				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As indicated in table 10 the respondents response indicates the level of teachers work motivation on extrinsic factors related with salary, that are their work motivation due to the salary they got from the job, the frigid benefit, allowance and additional income gain from their job and the chance for salary increment in teaching profession respectively. The average mean of teachers work motivation on salary were (M=1.6, SD=0.67) this indicates the teachers agreement on the issue raised shows the level of teachers work motivation on salary in the secondary schools of West Omo zone were very low or secondary school teachers of West Omo zone were highly de-motivated by their salary. This was may be due to lack additional incentives mechanism for teachers (such as per dim, bonus and overtime work opportunity as others professional who work in other sector/ profession) and the continuing increase in cost of leaving.

Table 11 Teachers Working Condition

Status of teachers motivation on working condition	N	Mean	Std. Deviation	Variance
I feel motivation with the school working condition.	94	1.70	.774	.598
The school facilities and infrastructure encourage me to work hard	94	1.37	.548	.301
The school attractiveness motivated me to work in this school	94	1.38	.607	.368
Working Condition (M=1.49; SD= .54)				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

Table 11, shows that teachers motivation on working condition of their school and the average mean of the three working condition related factors was (M=1.49; SD=0.54) indicates that teachers are de-motivated by the school working condition with small variation among their response from the average mean. From this the researcher concluded that the general working conditions, the challenge faced from lack of infrastructure and school facilities and unattractive working environments de-motivated secondary school teachers in west Omo Zone to commit their time and energy to effectively accomplish their professional task.

Table 12 Teachers' Interpersonal Relationship

Status of teachers motivation on Interposal Relationship	N	Mean	Std. Deviation	Variance
My relationship with the school principal and other teachers motivates me to work in this school	94	3.17	1.317	1.734
I am motivated with my relationship with my students and parents.	94	3.30	1.115	1.244
Relationship (M=3.23; SD= 1.16)				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

As table 12, indicates the average mean of teachers motivation on their interpersonal relationship were (M=3.23; SD=1.16) this indicates the teachers agreement on the issue raised and the status of teachers' work motivation on interpersonal relationship in the secondary schools of West Omo zone were moderate/satisfactory. However difference had been shown on their responses on the issues, and teachers are well motivated by their relationship with their students with the average mean of 3.30 and SD of 1.115 than their relationship with the school principal and other teachers (M=3.17, SD=1.317). This implies teachers' relationship with their school principal and staff members is moderate.

Table 13 Quality of Teachers Supervision Support

Status of teachers motivation on Supervision Support	N	Mean	Std. Deviation	Variance
I am motivated with the supervision support I get in this school	94	2.34	1.160	1.345
I get supervision supports when trouble is in existence.	94	2.63	1.145	1.311
Supervision Support (M=2.48; SD=1.1)				

Scale- < 2.5 = low motivation/de-motivated; 2.5 – 3.49 = moderate; above/ >3.5 = high motivation

The average mean of teachers motivation on the supervisor they get was (M=2.48; SD=1.1) this indicates the teachers agreement on the issue raised and the level of teachers' work motivation by the supervision support they gain in the secondary schools of West Omo zone were below satisfactory level. Form this the researcher concluded that the practices of professional and technical supervision support for secondary school teachers of West Omo zone were not enough to support and encourage teachers work motivation.

Table 14 Summery of Teachers Extrinsic Motivation

Descriptive analysis was used to obtain the overall mean value for each of extrinsic motivation factor/dimensions followed by comparing the overall mean with mean interpretation to determine the level of teacher's extrinsic motivation to their job in the West Omo zone secondary schools. The overall mean value is presented in Table 14 below

Grand Mean of Extrinsic Motivation	N	Mean	Std. Deviation	Variance
Job security	94	2.70	1.302	1.695
Salary and Benefit	94	1.5957	.66644	.444
working condition	94	1.4858	.54139	.293
Inter personnel Relation	94	3.2340	1.16097	1.348
Supervision Support	94	2.4840	1.10340	1.217
School policy	94	1.68	.819	.671
Extrinsic Motivation	**(M=2.21; SD= .54)**			

Scale- Below/ < 2.5 = low;   2.5 – 3.49 = moderate/satisfactory;   above/ >3.5 = high

As Table 14 above reveals, majority of the respondents were de-motivated on their work due to factors related with teacher's extrinsic/hygiene factors. The overall mean score 2.21 with a standard deviation of 0.54 indicates that teachers are de-motivated with the work they do with small variation among their response from the average mean. This implied that teachers in West Omo zone secondary schools were not motivated by extrinsic factors of motivation in their work.

According to (Ryan and Deci, 2000), extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. Employees are extrinsically motivated, they have a desire to do the work in order to get some benefits such as a suitable salary, bonuses, rather than the work itself.

From the findings of extrinsic motivation secondary school teachers are shows low motivated except with extrinsic motivational factors related with job security and interpersonal relationship under secondary schools of West Omo zone. In order to apply high levels of efforts and spend their extra time of teachers it is important to give attention for improving the school working conditions and policies; the practice of supervision support and salary and benefits.

4.3. Status of Teachers Professional Commitment

Professional commitment may be described as a person's belief in and acceptance of the values of his or her chosen occupation, and a willingness to continue and grow in that occupation. It is the degree to which one is committed to one's profession, including feelings of devotion and social responsibility. The level of teachers' professional commitment is assessed in terms of Affective, Normative and Continuance commitment).

Table 15 Teachers' Affective Professional Commitment

To assess the teachers' level of affective professional commitment, the following table contained the summary of the teachers' response for each item.

Status of Teachers' Affective Professional Commitment	N	Mean	Std. Deviation	Variance
Teaching is important to my self-image	94	3.47	1.235	1.526
I am proud to be in the teaching profession	94	3.49	1.289	1.662
I dislike being a teacher	94	3.41	1.254	1.573
I do not identify with the teaching profession	94	3.48	1.153	1.329
I am enthusiastic about teaching	94	3.50	1.314	1.727
Affective Professional Commitment (M= 3.47; SD= 1.14)				

Scale- Below/ < 2.5 = low;   2.5 – 3.49 = moderate/satisfactory;   above/ >3.5 = high

Table 15, indicates the overall mean score of teachers affective commitment was assessed by using teachers overall mean score found to be (M=3.47) with a (SD=1.14). The mean and standard deviation indicates that the teachers affective professional commitment in the secondary schools of west Omo zone and this indicates that teacher's affective professional commitment were nearly at a higher levelunder secondary schools of West Omo zone. According to (Allen and Meyer, 1993; Meyer et al., 2004) affective commitment reflects the identification and commitment situation where the employees stay in the profession with own

will. This that sense identification with teaching, profession, pride in teaching profession and the inherent satisfaction derived had keep west Omo zone secondary school teachers to keep their membership in the profession.

Table 16 Teachers' Continuance Professional Commitment

Status of Teachers Continence Professional commitment	N	Mean	Std. Deviation	Variance
I have put too much into the teaching profession to consider changing now.	94	2.41	1.072	1.149
Changing professions now would be difficult for me to do.	94	2.24	1.054	1.112
Too much of my life would be disrupted if I were to change my profession now.	94	2.59	1.111	1.235
It would be costly for me to change my profession now.	94	1.94	.982	.964
Changing professions now would require considerable personal sacrifices.	94	2.40	1.185	1.405
Continence Professional Commitment(M= 2.32; SD= .87)				

Below/ < 2.5 = low;   2.5 – 3.49 = moderate/satisfactory;   above/ >3.5 = high

Table 16, indicates the overall mean score of teachers' continuance professional commitment was assessed by using teachers overall mean score found to be (M=2.32) with a (SD=.87). The teachers' responses were below moderate mean (below 2.5 out of 5) as indicated in above table. The lower mean and standard deviation implies that the teachers' continuance commitment in the in West Omo zone secondary schools were statistically low. Thus schools leaders and other concern bodies were not paying enough attention to the teachers' continuance commitment.

This shows that most of teachers in the study area were not interested to continue with teaching profession in West Omo Zone. Lack of interest to continue with teaching profession was minimizing professional commitment of teachers on job. Hence, the low level of continuance commitment of teachers influence on the school goals and objectives.

Continuance commitment refers to commitment based on the benefits and costs that related to stay in the profession (Nazari and Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware and Kitsantas, 2007). This implies the cost associated with leaving teaching which results from fear of loss of salary, work relationship and their current relationship in school contribute to a very low extent in keeping

West Omo Zone secondary school teacher's commitment for keeping their membership in teaching profession.

Table 17 Teachers Normative Professional Commitment

To assess the teachers' level of professional normative commitment, the following table 17 contained the summary of the teachers' response for each item.

Status of Teachers Normative Professional commitment	N	Mean	Std. Deviation	Variance
I believe people who have been trained in a profession have a responsibility to stay in that profession for a reasonable period of time.	94	3.33	1.149	1.320
I feel a responsibility to the teaching profession to continue in it.	94	3.49	1.105	1.220
Even if it were to my advantage, I do not feel that it would be right to leave teaching now.	94	3.43	1.150	1.322
I would feel guilty if I left teaching.	94	3.52	1.124	1.263
I am in teaching because of a sense of loyalty to it.	94	3.43	1.150	1.322
Total Normative Professional Commitment (M= 3.44 SD=.99)				

Below/ < 2.5 = low;   2.5 – 3.49 = moderate/satisfactory;   above/ >3.5 = high

The overall mean score of teachers normative professional commitment was assessed by using teachers overall mean score found to be (M=3.44) with a (SD=.99). The mean and standard deviation indicates that the teacher's normative professional commitment in the secondary schools of west Omo zone were above 2.5 out of 5 and this indicates that secondary school teachers normative professional commitment was moderate under secondary schools of West Omo zone.

Table 18 Summary of Teachers Professional Commitment

Teachers Professional Commitment	N	Mean	Std. Deviation	Variance
Affective Professional Commitment	94	3.4667	1.14254	1.305
Continuance Professional Commitment	94	2.3234	.87356	.763
Normative Professional Commitment	94	3.4383	.98866	.977
Teachers over all Professional Commitment M=3.0761; SD=.76386				

Below/ < 2.5 = low;   2.5 – 3.49 = moderate/satisfactory;   above/ >3.5 = high

Table 17, depicted that teachers level Affective and Normative professional Commitment in the sampled school was at satisfactory or moderate level (Mean=3.47, SD=1.14) for affective and (M=3.44, SD=0.988) This means that teachers in the sampled school have nearly higher emotional attachment and felling of obligation to their profession. Continuance commitment with average Whereas with an average mean score of (M=2.323, SD= .6016) indicates the lowest level of rank which is below the average mean score. Except continence professional this finding is consistence with Butucha (2014) that showed public secondary school teachers" perceptions of professional commitment found to be above average with affective (3.60), Continuance (3.17) and normative (3.25) at Significant 0.05 level and study showed that it appears that secondary school teachers are emotionally bound to the teaching profession and have almost average continuance and normative commitment also with Abebe Hunde, Bekalu f and Tefera A (2015) under all dimensions of professional commitment. Who found higher affective and normative commitment and relatively low continence commitment in primary school teachers of Bong town.

In spite of this the finding of this study was inconsistent with Desta (2010), Meseret (2015) and Brihanu Shanko (2018) whose study on teachers job satisfaction and organizational commitment indicated low commitment on affective and normative commitment and comparatively nearly an average continuance commitment to the organization. This implies lack of organizational commitment does not mean luck professional commitment. Based on this it was concluded that school can retain their teacher's professional commitment in school level by effective management of both internal and extrinsic motivation factors and by creating a more satisfying and motivating environment.

4.4. The Relationship between Teachers motivation on Professional commitment

Correlation determines whether and how strong pairs of variables are related. To know whether there is a correlation between the variables and what the level is of the linear relationship between the variables, the Pearson R correlation coefficient is examined. The Pearson's correlation coefficient (r) can vary from -1 to +1, when 0.1< r >0.29 small positive relation, when 0.3< r >0.49 is medium positive relation and when 0.5< r >1 large positive relation. The larger the value, the stronger the relationship will be. A coefficient of +1 indicates a perfect positive relationship and a coefficient of -1 indicates a perfect negative relationship. 0 indicates that there is no linear relationship between the variables.

Table 19 Correlation Matrix

Correlations[b]

		IM	EM	TM	APC	CPC	NPC
IM	Pearson Correlation						
	Sig. (2-tailed)						
EM	Pearson Correlation	.086					
	Sig. (2-tailed)	.412					
TM	Pearson Correlation	.902[**]	.507[**]				
	Sig. (2-tailed)	.000	.000				
APC	Pearson Correlation	.935[**]	.152	.875[**]			
	Sig. (2-tailed)	.000	.144	.000			
CPC	Pearson Correlation	.079	.576[**]	.317[**]	.146		
	Sig. (2-tailed)	.451	.000	.002	.159		
NPC	Pearson Correlation	.865[**]	.054	.772[**]	.818[**]	.038	
	Sig. (2-tailed)	.000	.606	.000	.000	.714	
TPC	Pearson Correlation	.869[**]	.318[**]	.890[**]	.907[**]	.471[**]	.854[**]
	Sig. (2-tailed)	.000	.002	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).   b. Listwise N=94

Table 19, as shown above comparatively, the correlation of intrinsic motivation has higher value and show a significant and positive relation with affective commitment (0.935[**]) and normative professional commitment (i.e 0.865[**)]. However according to the above data clearly shows there is insignificant and negative relationship were seen between intrinsic motivation and continuance professional commitments (i.e 0.079) the value is nearer to zero (0).The results of this study are generally consistent, O' Driscoll and Randall (1999); as cited by Huang, Y. D. (2015) and George and Sabapathy (2011) found that intrinsic motivations are positively associated with affective commitment but not associated with continuance commitment. Meyer and Herscovitch also proposed that any personal or situational variable that contributes to the likelihood that an individual will become intrinsically motivated in a course of action will contribute to the development of affective commitment (2001, p. 316). This indicates that those who are materialist did not have positive feeling and strong emotional attachment with their profession.

However, the correlation value of extrinsic motivation has higher value and strong positive relation with Continuance professional commitment (0.576[**]) which is above medium correlation level (0.5). But for the extrinsic motivation correlation value with both affective and normative professional commitment is nearer to zero, (-0.152 and 0.054) respectively

which is insignificant and no relationship. The results of this study are generally consistent with Meyer and Herscovitch argued that "continuance commitment is characterized by the perception that it would be costly to discontinue a course of action" (2001, p. 316). The cost mainly refers to the loss of extrinsic rewards, such as money and job security. If change in an occupation leads to a loss of a high level extrinsic motivator, the employees will be more likely to maintain their position in the current occupation.

According to I.F.W. van den Berg (2011) Present research aims to explore possible link between intrinsic motivation, extrinsic motivation and occupational commitment and organizational commitment. The result shows that there is negative relation between intrinsic motivation and affective commitment to the organization which is partially mediated by work engagement. With regard to extrinsic motivation and normative commitment to both the organization and occupation, the results are positive, but not significant. The coefficients of the relations between extrinsic motivation and continuance commitment to both the organization and the occupation predicted a positive result. Although there are positive results with regard to extrinsic motivation and commitment, more research is recommended. Using Herzberg et al.'s (1959) two-factor theory of work motivation and Meyer and Allen's (1991) TCM of commitment, Douglas G. Eck (2020); supported the idea of high levels of satisfaction/intrinsic motivation contributing to high levels, demonstrated affective and normative commitment whereas the high presence of extrinsic/hygiene variables showed a greater relationship to the development of continuance commitment.

In spite of this according to table 19 shows both intrinsic and extrinsic motivation shows a positive and significant correlation with teachers overall professional commitment with a correlation value of (r=0.869 and r=0.318) respectively. But their correlation value of intrinsic motivation was higher than correlation value of extrinsic motivation. This indicates intrinsic motivation has higher correlation and effect on professional commitment than extrinsic motivation factors.

In addition to this total motivation has a positive and significant relationship with teachers overall professional commitment with a correlation value of (r=0.890 p<0.01). this finding supports Manning and Patterson, (2005), Motivated teachers make effective contributions at work because of strongly developed feelings of behavioral commitment. Consistent with Ackerina (2013), who concluded education professionals who possessed public service motivation were professionally committed to their careers.

4.4.2 Impacts of Intrinsic and Extrinsic Motivation on Professional Commitment

In addition to exploring the correlation of intrinsic and extrinsic motivation with dimension of teachers professional commitment (affective, normative and continuance), investigation of the possible relation and impacts of teachers intrinsic and extrinsic motivation on teachers over commitment both in combination and individually would very important for further understanding of the significant of dependent variable over independent variable.

Table 20 Regression Model Summery

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903[a]	.816	.812	.33142

a. Predictors: (Constant), Extrinsic Motivation, Intrinsic Motivation

Table 21 Beta Correlation coefficient

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.196	.177		1.111	.269		
IM	.602	.032	.848	18.786	.000	.993	1.007
EM	.349	.064	.246	5.443	.000	.993	1.007

a. Dependent Variable: Overall Professional Commitment

The above table clearly indicates that extrinsic and intrinsic motivation together influences (r^2=0.816) which means about 81.6 % of teachers professional commitment. Therefore, the remaining 18.8% percentage can be accounted for by other factors that were not part of this study, which need to be established. This finding is consistent with Oboko Mark and Wasswa David (2020) indicates that motivation has a significant relationship with teacher commitment and motivations, in terms of intrinsic and extrinsic motivation accounts for 82.8% of teacher's commitment. Similarly Imran et al. (2017) posited that intrinsic motivation, as well as, interjected regulations to play an important role in building teachers commitment. In addition to this for the purpose of investigating the individual effects of

motivational factors on overall professional commitment a beta coefficients analysis result were provided in the following table.

4.4.2.1. Impacts of Intrinsic Motivation on Teacher Professional Commitment

Since we had the result analysis indicates the combination of intrinsic and extrinsic motivation together influence 81.6% of professional commitment, it would be important to see individual effects of each independent variables share of influence. With regard to their level of unique contribution for the teachers' professional commitment, the higher un standardized coefficients' Beta value have the higher contribution for the impact of teachers' professional commitment (TPC).

Accordingly, intrinsic motivation with (beta: 0.603; $p<0.05$) makes the strongest unique contribution to explaining the dependent variable in which the results revealed that, a one unit increase or positive change in teachers' intrinsic motivation would lead to 0.603 unit increase in the level of teachers professional commitment. Therefore schools being able to provide recognition, promotion prospects, responsibility, and recognizing teachers' efforts have a significant and a higher influence on teacher professional commitment in terms of affective and normative as well as willingness to remain in the profession.

The finding of this study is consistent with Ackerina (2013) concluded that education professionals who possessed public service motivation were professionally committed to their careers. It has also been concluded that extrinsic motives are no doubt essential but it is self or intrinsic motivation which is most important. Firestone and Pennel (1993) noted that a committed teacher is one who is intrinsically motivated because of a sense of meaning in job responsibilities.

According to (Ryan and Deci, 2000) intrinsic motivation is related to an insider desire of human, and the internally enjoyment and satisfaction. This type of motivation is related to internal tendencies and can affect behavior without need for using any rewards. Usually, presence of this type of motivation has special affirmative effects on employees, it enhance employees concerning about their work, make them trying to do their duties at the best ways, and it increase employees willing and adherence toward their jobs (Thomas, 2000).

In addition to this the graph below also confirms the existence higher influence of intrinsic motivation on teacher's professional commitment the skaters plot and the slops assures this
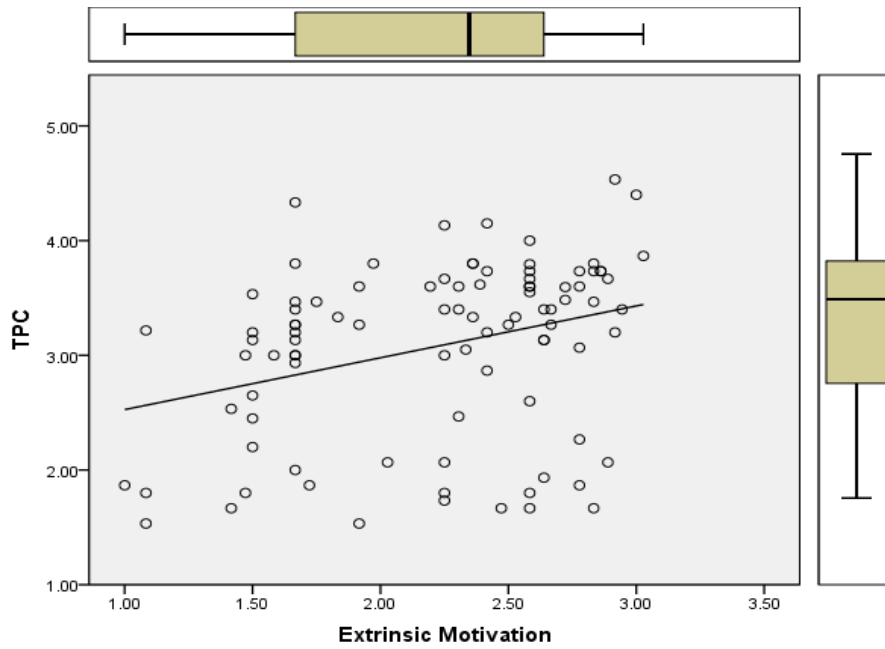
evidence. And as the intrinsic motivation unit increases teacher's professional commitment also increase with a higher amount/unit.
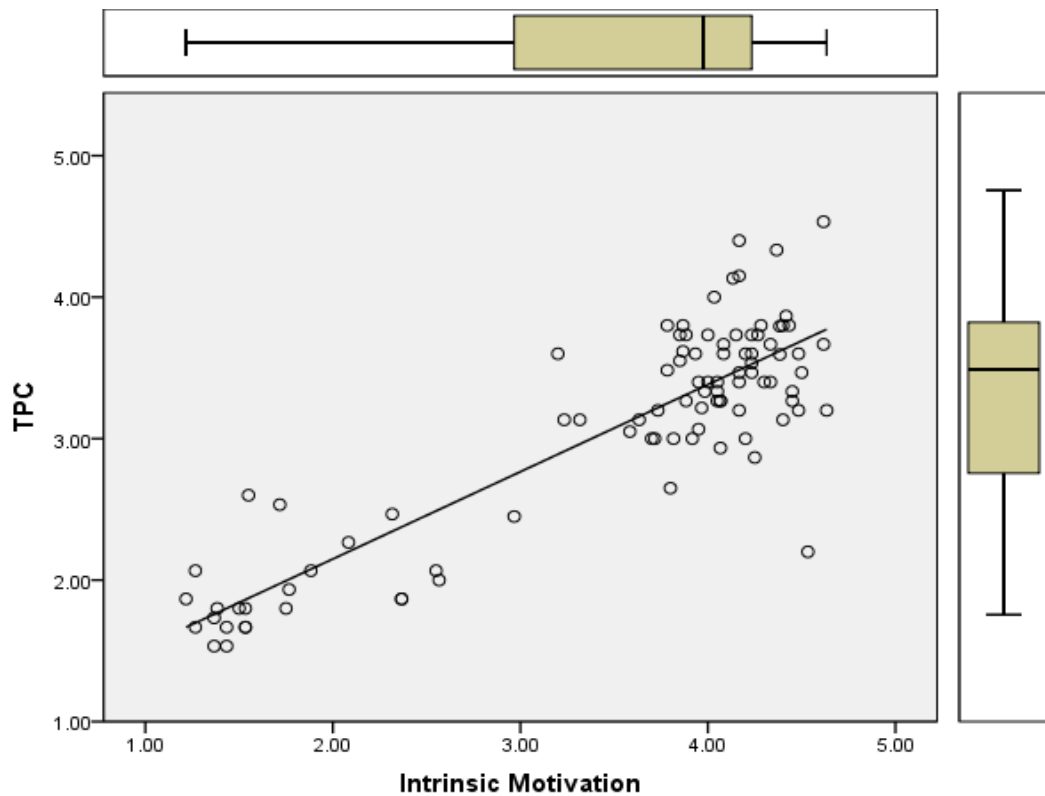

4.4.2.2 Extrinsic Motivation and Teachers Professional Commitment

Whereas on the extrinsic motivation (beta 0.349; $p<0.05$), show a relatively low influence on teacher professional commitment. A one-unit increase in extrinsic motivation would lead to 0.349 unit increase in teachers' professional commitment. Therefore, work relationship, salary and benefit, school policies and working conditions affect teacher's commitment relatively on a small scale comparing with intrinsic motivation. This finding is consistent with Zhao et al. (2011) indicated that teachers with extrinsic motivation showed lower level of professional identity as compared to teachers with intrinsic motivation.

In addition to this the graph also confirms the existence weak influence of extrinsic motivation on teacher's professional commitment the skaters plot and the slops assures this evidence. And as the extrinsic motivation unit increases teacher's professional commitment also increase but with smaller amount/unit.

Similarly the graph below also confirms the existence significant relationship between teacher's overall motivation and their overall professional commitment the skaters plot and the slops assure this evidence. And as the motivation increases teacher's professional commitment also increase with a higher amount/unit.
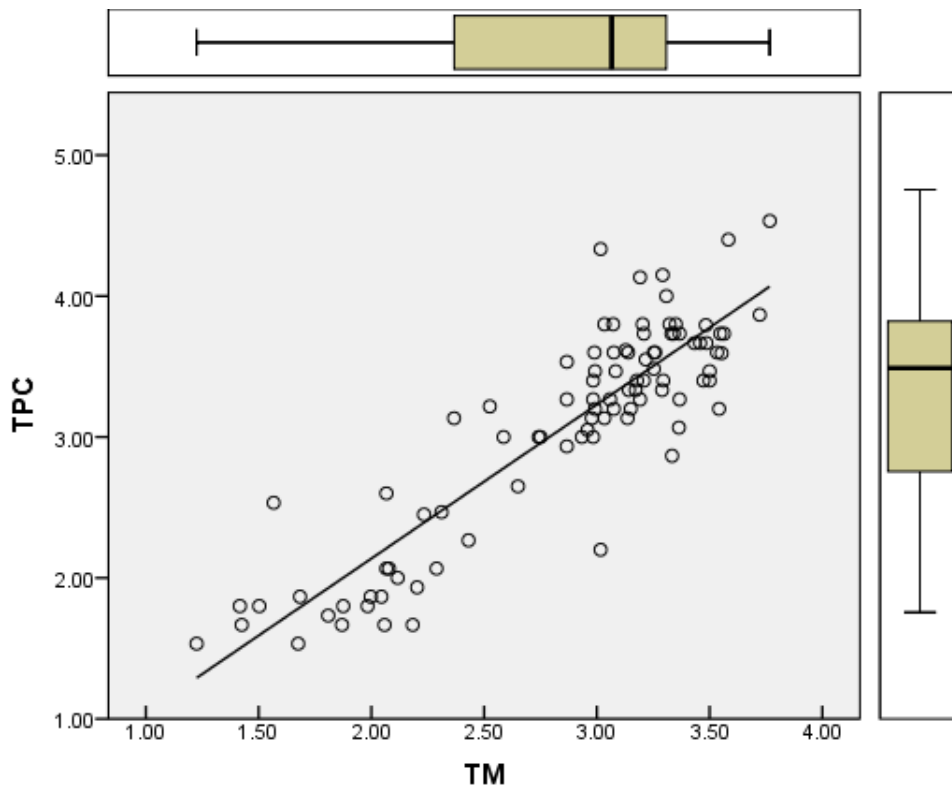
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study deals with summary, the general conclusion drawn based on the findings of the study and forwarding recommendations.

5.1. Summary of the Study

The main purpose of this study was to explore the relationship between teacher's motivation and professional commitment in West Omo Zone of SWNNPR. In order to achieve this purpose, the study attempted to answer the following basic questions.

1- What is the status of teachers' intrinsic motivation in secondary schools of west Omo zone?

2- What is the status of teachers' extrinsic motivation in secondary schools of west Omo zone?

3- What is the status of teachers' professional commitment in secondary schools of west Omo zone?

4- Is there significant relationship between teachers' motivation and professional commitment in secondary school of West Omo Zone?

5- Which motivational factors significantly predict teachers over all professional commitment?

To collect relevant data on the topic, the study was carried out in six government secondary schools which were selected by simple random sampling technique. Correlation research was employed as a method of the study. To seek answers to the above research questions, the data were gathered through questionnaire. The questionnaire were properly filled and returned by all 94 sample teachers who were selected by simple random sampling techniques out 122 sample secondary school teachers and analyzed quantitatively using mean, standard deviation and variance for descriptive statistics and Pearson (r) moment correlation, linear regression and beta coefficient correlation for inferential data. The analysis of the quantitative data is performed in the help of SPSS version 23 computer program.

Accordingly the major finding of the study was summarized in line with the objective and basic research questions of the study as follows.

➢ **Status of Teachers Intrinsic Motivation**

From the descriptive statistics analysis result teachers were highly motivated by intrinsic factors of motivation with the average mean score of (M=3.5025, SD= 1.077).

➢ **Status of Teachers Extrinsic Motivation**

The status of teachers extrinsic motivation was at low with an average mean score of (M=2.21; SD= .54) which is below the average mean score level. The finding on teachers extrinsic motivation also shows except their job security and interpersonal work relationships with their student and staff members, secondary school teachers are highly de-motivated by their salary, working condition, supervision support and the school policy.

➢ **Status of teachers professional commitment**

The finding also shows teachers affective and normative were nearly at a higher level and their total professional commitment were at moderate/ satisfactory with the average mean score in between of (M=3.4667; SD=1.14); (M=3.438; SD=0.9887) and (M=3.061; SD=0.76386) respectively. However the average score of continuance professional commitment was low which is below the average score (M= 2.323, SD= 0.874).

In addition to this the overall professional commitments of teachers at moderate or satisfactory level with the average mean score of (M=3.0761; SD=.76386)

➢ **The relationships between teachers motivation and professional commitment**

From the Pearson's correlation coefficient value which shows the relationship between dimensions dependent and independent variables, indicated comparatively intrinsic motivation has strong and positive relationship with Affective professional commitment (r=.935) and normative professional commitment (r=.865) respectively.

Correlation values on extrinsic motivation shows strong and positive relationship with continuance professional commitment, with a correlation value of (r=.576).

But no relationship was found between intrinsic motivation and continence professional commitment and between extrinsic motivation with affective and normative professional commitment.

In addition to this there were found a positive and significant relationship between both intrinsic and extrinsic motivation and overall professional commitment with a correlation value of (r=.869, p=0,000) and (r=.318, p=002) respectively.

From regression analysis result, teachers intrinsic and extrinsic motivation together in combination influence/effect on teachers overall professional commitments account for ($r^2=$ .816) indicates 81.6% of overall professional commitment in terms of (affective, continence and normative commitment). However the remaining 18.4 % present would be on other factor which is not covered on this study

Furthermore regarding the individual independents variable effects share on overall professional commitment, the beta correlation coefficient analysis result shows (b=.602, p<0.5) on intrinsic motivation and (b=.349; p<0.5) on extrinsic motivation respectively.

5.2 Conclusion

Motivating employee is an important force to develop and realize company's commitment as well as inspire employees easily to achieve its tasks. The commitment in teachers is directly influenced by motivation. If the teacher is adequately motivated he will make efforts to make a success of whatever he is doing. This study was also conducted to explore the relation between teacher's motivation which comes from inside and extrinsic motivation which enhance from outside environment and professional commitment (Affective, Normative and Continuance).

Based on the finding of study it was concluded that

➢ From the finding it was concluded that, the intrinsic motivation extent of the teachers was high which is above satisfactory level.
➢ But extrinsic motivation extent was generally at low level in the secondary schools of West Omo Zone. This confirms the presence of some problems that affect the motivation level of teachers to their works.
➢ Regarding teacher's professional commitment secondary school teachers Affective and normative commitment is nearly at a higher level. But extent of their continence professional commitment is at low level. From this it was concluded that secondary school teacher's affective emotional attachment and sense of obligation to their profession has kept them to keep their membership in their profession.
➢ But the cost of leaving the professions from fearing of economical lose was very low and this implies the salary and benefit by teachers from their profession and the working condition did not satisfy/ non enough to keep teachers from leaving their profession.

- This finding is consistent with Butucha (2014), on teacher's profession commitment on affective and normative professional commitment and also with AbebeHunde, Bekalu f and Tefera A (2015) under all dimensions of professional commitment.

- In spite of this the finding of this study was inconsistent with Desta (2010), Meseret (2015) and Brihanu shanko (2018) whose study on teachers job satisfaction and organizational commitment indicated low commitment on affective and normative commitment and comparatively nearly an average continuance commitment to the organization. This implies lack of organizational commitment does not mean luck professional commitment

- The relationship between teacher's motivation and professional commitment.

- The major finding of this study shows that intrinsic motivation of teachers has a strong and positive relationship with affective and normative teacher's professional commitment but not with continue professional commitment. From this it was concluded that intrinsic motivational factors encourage/ support teachers overall professional commitment in terms (affective and normative professional commitment). In other word school can improve teachers professional commitment in terms affective and normative commitment by improving the nature of job content/ intrinsic factors of motivation at their school context.

- However extrinsic motivation has strong and positive relationship with only teachers' continence professional commitment. This implies effective management on extrinsic motivational factors of motivation encourages schools to retain their teacher's professional commitment in terms of continuance professional commitment at their school level.

- In general both teachers intrinsic and extrinsic motivation have their own contribution on teachers professional commitment in terms of (affective, normative and continuance commitment). Based on this it was concluded that schools can improve/enhance teacher's professional commitment in their school by effectively managing teacher's motivation in terms of both intrinsic and extrinsic factors of motivation by taking in to account their needs.

- However regarding the impact of motivational factors on teachers total professional commitment it was concluded that teachers intrinsic motivation factors has higher impact or predicting value than extrinsic motivation factors on teachers total professional commitment.

5.3. Recommendation

Based on this, the following areas of suggested were recommended by the researcher:-

- The SWENPR education bureau and West Omo Zone education department should provide incentives mechanism for secondary school teachers so as to their commitment (in terms of continence profession commitment)

- All school principals and school community should give attention for improving their school environment and working conditions so as to retain the continuance professional commitment of their teachers and to come out from the problem of teachers shortage and turn over cries in Omo zone secondary schools.

- The Zone department and woreda education offices should provide capacity development training for secondary school principals and supervisors on school management and instructional leadership courses so as to improve the practices of secondary school teacher's motivation and professional commitment from their relationship with and the quality of technical support they get from their supervisors and school leaders in their school.

- Based on the finding intrinsic motivation factor are more important in improving the level of professional commitment. Therefore, secondary school principals of West Omo zone should provide for teachers; in-service training to improve their achievement level, different task, freedom and responsibility in their professional activity, create recognitions campaign such as "teachers of the month/year award"; provide teachers with positive verbal feedback and award for their performance; and create forum for teachers to show their idea and best practice in order to improve the level of teachers work motivation and professional commitment in school. It is very necessary to identify teachers' drives and needs and to channelize their behavior to motivate them towards delegated job. The administrators need to rethink their motivational practices.

- Especially as compared to teachers intrinsic motivation, teacher's extrinsic motivation were very low and this indicates that all administrative body, principals and all concerned stakeholders also needs to give attention on improving teacher's incentive mechanism and school working condition.

- Even though most of locally conducted studies on teachers organizational commitment indicated that teachers commitment were low to their organization but

from this study all secondary schools of West Omo Zone have to get the insight that having no commitment to the organization means not the same to for professional commitments so by effectively maintaining teachers motivational factors they can successfully simulate their professional commitment for the school goals and over all activities and performances of the school.

- Further more effective and successful management of teacher's intrinsic motivation enable to boost teacher's affective and normative professional commitment whereas extrinsic motivation strengths teachers countenance professional commitments. Thus all the secondary school schools principals, Woreda education office and Zone education department leaders and experts needs to give attention for both dimensions of teachers motivational factor to strengths and retain successfully their teachers over all professional commitment. This intern enables all secondary school students of the West Omo zone to benefit more from their teachers and improve their academic achievements.

- Moreover, the educational leaders, the teachers, and the other stakeholders in the study area are advised to conduct researches on the bases of this finding for further investigation over the reaming factors that constitute for about 18.6 % contribution on teachers professional commitment.

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Appendix

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGMENT

TEACHERS MOTIVATION AND PROFESSIONAL COMMITMENT IN SECONDARY SCHOOLS OF WEST OMO ZONE.

Questionnaire to be filled by government secondary school teachers

Dear Respondents:

I am MA student in Jimma University, and I am conducting study on teachers' motivation and Professional commitment in secondary schools of West Omo Zone. Therefore, you are friendly requested to fill the questionnaire based on the necessary information related to each topics. The success of this study directly depends upon your honest and genuine response to each question. Each response you provide will be using only for the purpose of academic issue. The information you give will be kept strictly confidential.

Thank you in advance for completing the questionnaire!

Instructions: -No need of writing your name
-Ask the data collector if not clear and extra explanation before providing
your answer -Your answer should represent you direct feelings.

Part -I. Background Information

Instruction:- Some characteristics of school teachers are given below. Please respond either by filling in the blank space or by circling the letter of the appropriate response.

1.1. Woreda/ Town's Administration _____

1.2. School _____.

1.3. Sex: -

   A) Male.

B) Female

1.4. Your educational Qualification: -

A) Below Diploma   B) Diploma

C) Degree   D) Master's Degree.

   E) If any other, please specify _____

1.5. Your service years in teaching profession's:-

A) Below 5 years

 B) 5-10 years

C) 10-15years

 D) 15-20 years

E) 21-25 years

F) 26 years & above

1.6. Age

A)25 and below

B) 26-3.

C) 31-35.

D)36-40.

 E) 41& above.

PART II- ITEMS RELATED TO TEACHERS MOTIVATION.

To which extent do you agree with the following statements? Please respond the items by marking "X" or √") against the response you think most appropriate using the following scale
 (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree

No	I- ITEMS RELATED WITH TEACHERS INTRINSIC MOTIVATION	5	4	3	2	1
1	I am motivated with the results of my students academic achievement					
2	The feeling of accomplishment I get from job motivated me to work hard					
3	The chance I do my best all the time encouraged me to work hard.					
4	The pride I received in making job well done induced my motivation.					
5	The responsibility I have in the school give motivation.					
6	I am motivated with the freedom I have to make judgment in matter related with my job in this school.					
7	Being responsible for my own work (working without close supervision) encouraged me to exert all my effort in this job.					
8	Recognition and appreciations on genuine efforts motivated me to work hard.					
9	I have a desire to be well known in teaching profession					
10	I fell more useful to the community as a teacher than being in any otherprofession.					
11	Praise and certification for the teachers effort motivated me.					
12	I am motivated with the professional development opportunity I get on this job.					
13	I am motivated with the clear path for career advancement on this profession.					
14	I am motivated with the promotion and advancement opportunity I get on this job					
15	I am motivated in realizing my ultimate personal potential					
16	Teaching gives me a great deal of job satisfaction.					
17	Pleasure in teaching and helping students to grow successfully motivated me in teaching profession.					
18	The challenging nature of the job motivates me to work hard					
	II- TEMS RELATED WITH TEACHERS EXTRINCIC MOTIVATION	5	4	3	2	1
19	I am motivated with the job security I have in teaching profession					
20	I am motivated to work this job due to my salary					
21	I am motivated with the frigid benefit, allowance and income I get from this job					
22	The chance for salary increment in teaching profession gives motivation for secondary school teachers.					
23	I feel motivation with the school working condition.					
24	The school facilities and infrastructure encourage me to work hard .					
25	The school attractiveness motivated me to work in this school					
26	My relationship with the school principal and other teachers motivates me to work in this school					
27	I am motivated with my relationship with my students and parents.					
28	I am motivated with the supervision support I get in this school.					
29	I get supervision supports when trouble is in existence.					
30	**The school policy encouraged and motivated me to work hard my job**					

Part III- ITEMS RELATED WITH TEACHERS PROFESSIONAL COMMITMENT

To which extent do you agree with the following statements? Please respond the items by marking 'X" or √") against the response you think most appropriate to you by using the following scale (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree).

NO	ITEMS	5	4	3	2	1
1	Teaching is important to my self-image					
2	I regret having entered the teaching profession					
3	I am proud to be in the teaching profession					
4	I dislike being a teacher					
5	I do not identify with the teaching profession					
6	I am enthusiastic about teaching					
7	I have put too much into the teaching profession to consider changing now					
8	Changing professions now would be difficult for me to do					
9	Too much of my life would be disrupted if I were to change my profession now					
10	It would be costly for me to change my profession now					
11	There are no pressures to keep me from changing professions					
12	Changing professions now would require considerable personal sacrifices					
13	I believe people who have been trained in a profession have a responsibility to stay in that profession for a reasonable period of time					
14	I do not feel any obligation to remain in the teaching profession					
15	I feel a responsibility to the teaching profession to continue in it					
16	Even if it were to my advantage, I do not feel that it would be right to leave teaching now					
17	I would feel guilty if I left teaching					
18	I am in teaching because of a sense of loyalty to it					

Professional/occupational commitment (Meyer et. al, 1993)

Reliability Statistics

Intrinsic Motivation Factors	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	NO of Items
Achievement	.930	.933	4
Responsibility	.927	.931	3
Recognition	.941	.942	4
Advancement	.875	.876	4
Work it self	.934	.935	3
IM	.939	.941	18

Reliability Statistics

Extrinsic Motivation Factors	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Salary	.831	.836	3
Working Condition	.779	.795	3
Relationship	.895	.902	2
Supervision Support	.909	.909	2
Job Security & school policy	.572	.615	2
Extrinsic Motivation	.742	.809	12

Reliability Statistics

Professional Commitment	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Affective Professional Commitment	.951	.953	5
Normative professional Commitment	.920	.920	5
Continence Professional Commitment	.787	.796	5
Overall Professional Commitment	.883	.901	15