

TEACHER'S JOB SATISFACTION AND ORGANIZATIONAL
COMMITMENT AT GOVERNMENT SECONDARY SCHOOLS
OF ARADA SUB CITY IN ADDIS ABABA

BY

DAGNE DEGEBASA



COLLEGE OF EDUCATIONAL AND BEHAVOIRAL STUDIES
DEPARTMENT OF EDUCATIONAL PLAN AND
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CO ADVISOR'S;-ANDUALEM MOLLA (MA)

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JIMMA ETHIOPIA

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
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As a member of examining board of the final thesis of MA open defense, we certify that we have read and evaluated thesis prepared by DAGNE DEGEFASA under the title "TEACHER'S JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AT GOVERNMENT SECONDARY SCHOOLS OF ARADA SUB CITY IN ADDIS ABABA." and recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in *SCHOOL LEADERSHIP*.

Approved by Advisors

_____ Signature _____ Date _____
Main Advisor

_____ Signature _____ Date _____
Co Advisor

Approved by Examiners

_____ Signature _____ Date _____
Internal Examiner

Kifle Hailu (PhD) _____
External Examiner Signature _____ Date _____

Final Approval and Acceptance

I certify that all the correction and recommendation suggested by the Board of Examiners are incorporated in to the final thesis entitled

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ABBREVIATIONS AND ACRONYMS

ASGSS- Arada sub city government secondary schools

JS- Job satisfaction

JSS - Job satisfaction survey

OC- Organizational commitment

OCQ - Organizational commitment questioners

OJS- Overall job satisfaction

OOC- Overall organizational commitment

SPSS- Statistical package for social science

SST- Secondary school teachers

Abstract

The main objective this study was to assess teacher's job satisfaction and organizational commitment at government secondary schools of Arada sub city in Addis Ababa to achieve the intended objective descriptive survey method was used with quantitative and qualitative data collecting approaches. Questionnaire and interview were used as the data collecting instrument for this study. Quantitative data were collected from 254 sample respondents of teachers and qualitative data were collected from 7 principals. The collected data were analyzed into percentiles, mean and standard deviation. On the basis of analysis made of this study the findings of this study were identified. The findings of this study were that the level of organizational commitment in Arada Sub-city Government Secondary Schools was medium, levels of job satisfaction of teachers in Arada Sub-city Government Secondary Schools was medium, the result of this study revealed the presence of significant relation between teacher's job satisfaction and organizational commitment of government secondary schools of the study area and demographic variable gender, Age, marital status, experience in teaching, educational level) were related with teachers' job satisfaction and organizational commitment in the Arada sub city government secondary schools. Finally, based on the findings of the study recommendations were given at the last part of the study under chapter five.

Key words: job satisfaction, organizational commitment, secondary school teachers.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

The study of behaviors within organizational setting has highlighted critical variables that support or detracts to the performance of workforce. This idea holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Poliman & Gardiner,2000). Unquestionably, involved work force is the most important resources in all organizations consequently; teachers are central element in educational system holding various important activities. They are the key figures for any educational reforms needed in schools. The overall performance of schools depends upon their teachers and ultimately the level of commitment and job satisfaction. Understanding teacher's behaviors and attitudes in organization, therefore, need more attention (Tsui & Cheng, 1999) also teachers' commitment is an important issue for teachers, schools and students.

Job satisfaction and organizational commitment of teachers is one of the important factors for improving quality of education, teacher's occupational success and student's educational achievement: because there is a direct relationship between these factors and their performance. Job satisfaction is important factor in predicting and understanding organizational behavior that help in the identification of potential problems of the employees. The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann (1998) maintains that teacher job satisfaction is a predictor of teacher retention as cited by Gedfaw (2012), a determinant of teacher commitment, and a contributor to school effectiveness.

Job satisfaction of teachers has been a focus of attention for educational researchers; this is because of the prevailing links between job satisfaction and organizational behavior that might be explained in terms of commitment, absenteeism, turnover, efficiency and productivity. According to (Wisniewski & Eargulo,1997) cited by Teferi Getaun, Bekalu Frede and Abebe Hunde (2016) high attrition rates amongst teachers could be attributed to job satisfaction.

On the contrary dissatisfaction of the individual, whatever may be the occupation in which he/ she is engaged results in professional stagnation (Shukla, 2014) as cited by Birhanu (2018).

teacher is lost not only to himself but also to the entire society. A teacher dissatisfied spells disaster to the country's future. "Dissatisfaction among the workers is undesirable and dangerous in any profession; it is suicidal if it occurs in the teaching profession"

Teachers play pivotal role in education system of the country. It is ultimately the teachers who decide the direction of the progress of a country and dedicating for the job satisfaction of teachers is fundamental for the productivity of the sector and the country.

The other variable which is believed to have an influence on employees work behavior is organizational commitment. According to Shukla (2014) Organizational commitment refers to an individual's attraction and attachment to the work and the organization mentioned by Berhanu (2018). Organizational commitment, according to Myer and Allen (1997) is the individual's psychological attachment to the organization and has three components; Affective, continuance and normative commitment. Affective component of organizational commitment refers to employees' emotional attachment, identification and involvement in the organization; Continuance component refers to commitment based on the costs that employees associate with leaving the organization; and normative commitment reflects an employee's feeling of obligation to remain with the organization.

In the context of education, teachers' commitment is highly important for the nexus between teachers and students. For example, Firestone and Pennell (1993) and Rosen Holtz (1985) cited in Balay (2000) pointed out that OC is related to student achievement. Although the direct relation between organizational commitment and student outcomes is not always straightforward, it is an important indirect variable for student achievement. Marks and Louis (1997) stated that teacher commitment to the school affects pedagogical quality and student academic performance indirectly through school organization for instruction. Also, teachers' organizational commitment is an important indicator of a strong school culture (Cruise & Louis, 2009), which is considered an important mediating variable for student learning and high academic achievement.

According to Firestone & Rosenblum (1988) committed teachers are internally motivated, teachers may be committed to teaching their school, or their students or their pattern of behavior vary depending up on which commitments are stressed.

There are several factors affecting organizational commitment, these are personal, organizational and work situational (environmental) factors. Individual variable often includes job expectations, physiological contracts and personal characteristics (gender, age, marital status, organizational tenure, and educational level).

Numerous studies conducted have reported that the level of job satisfaction of teachers correlates to their level of commitment and its impacts on the relationship to turnover intention and low level of satisfaction results decreased organizational commitment, which has an influence on turnover intention.

Many studies assert the high correlation between job satisfaction and organizational commitment (Mathieu, 1991, Yousef, 2002, Rayton, 2006, and Huang & Hsiao, 2007) as cited by Suri and Petchsawag (2018). Huang & Hsiao (2007) stated satisfaction is the precursor of commitment; it may benefit both changing human behavior outcome and increasing commitment. People will be more committed to their work if they felt satisfied and appreciated. Aamodt (2007) indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization.

Many Ethiopian researchers also confirmed that job satisfaction and organizational commitment are indispensable for the success of organization, as cited by Asede (2016) researchers such as Agezeng, Teferi &Ebrahim (2014), Mulgara & Ayele (2015), Alemshet et.al (2011) studied that job satisfaction and organizational commitment of employee could be different in different work setting.

In addition, as academic institution, teachers are a very important group of professionals for our nation's education sector. Because of the inculcate knowledge, attitudes and skills in students and prepare them to take up role in national development. Teachers, as human capital, impart knowledge more efficiently and even the best of facilities cannot be substituted for teachers' roles as these facilities require well-trained instructors to make good use of them (Ahindukha, 2005) cited by (Jebmberesh, 2017). Thus, understanding teacher's behaviors and attitudes needs more attention in the school. In order to effectively carry out the expected roles and responsibilities, it takes a lot of commitment on the part of the teacher in the school, which takes into consideration their emotional or affective attachment to their job and workplace.

Therefore, the purpose of this study is to assess the relationship between teacher's job satisfaction and organizational commitment of government secondary school teachers in Arada sub-city of Addis Ababa city Administration, based on the results to provide possible suggestions on the importance job satisfaction for organizational commitment to improve the quality of education.

1.2 Statement of the problem

The overall performance of schools depends up on their teachers and ultimately the level of commitment and job satisfaction (Tsui & Cheng, 1999). Secondary education informally regarded as the education young generation receive during their teenage years, in the Ethiopian context secondary schools are a form of a range of grades 9 to 12. The secondary schools are the ones who are in charge of producing well productive and fertile students who are having the technical and cognitive skill and passing them universities and vocational schools that are going to be the future professionals in different vocations or career that lift the development of the country. As teachers are the main stakeholders in the process of policy implementation and their job satisfaction and commitment to the organization is required to be researched.

Based on unrecorded and informal conversations and observations, the government secondary school teachers in the sub-city have been complaining of unsatisfactory financial benefits, and poorly equipped offices, departments, and cafeterias. In addition, most teachers are dissatisfied with housing problems, others are unhappy about student's discipline and their achievement, lack of training on instructional issues, lack of involvement in decision making and lack of good leadership practices. These issues are required to undertake research to vividly know the real situations of the teachers in the area of understudy.

The researcher has frequently heard of blame and dissatisfaction from government secondary school teachers who are currently teaching in poor working environment and facilities, workload and insufficient recognition. In this connection, Rosse and Saturay (2004) indicated that employees who are not satisfied at work show different behaviors of work withdrawal, short-term means of escaping from noxious work conditions, such as arriving late or leaving work early, being absent, or minimizing time spent on the task. Similarly, Mullins (2005) indicated that employees show different defensive behaviors when they are frustrated by the blockage of needs and personal goals at work. Mullins (2005) further elaborated that the possible reactions to frustration caused by the failure to achieve or satisfy desired goals include: a physical or verbal attack on some person or.

It also includes different withdrawal behaviors like arriving at work late and leaving early, sickness and Absenteeism, refusal to accept responsibility are some of the reactions observed by the teacher. With these as signs of teachers' unfavorable attitudes towards their working environment, their sense of commitment and satisfaction with their job becomes questionable. However, instead of relying on intuition, there will be a pressing need for the researcher to investigate further into these variables by means of a well-designed scientific survey. Hence, this study is designed to explore teacher's job satisfaction in a relationship with the organizational commitment of government secondary school of Arada sub city.

If teachers are expected to perform better, the issues surrounding JS and commitment cannot be ignored. Ideally, complete loyalty to the school with the staff highly satisfied in their jobs is warranted, but the underlying questions of whether the teacher is satisfied or not and their OC also the relationship between this construct is addressed in this study. Therefore, it is important to address these issues as up to my understanding there was research conducted in Arada sub city government secondary schools.

Even though different studies have been conducted in different parts of the country related with job satisfaction(Eleni (2017); Jembernesh (2017);Gemchis (2018);(Birke2020)) most of the studies focused on job satisfaction of teachers and in all of them teachers were dissatisfied but they did not look the implication behind, however a few studies relate the job satisfaction with the professional commitment (Birhanu(2018);(Desaleng(2020)),work environment and job satisfaction Rahel (2019) attempted some correlates of job satisfaction, but still most of the studies were in deficient of relating the job satisfaction with organizational commitment.

This study was designed to fill the gap empirically by examining government secondary schools' teachers of Arada Sub-city and no studies were found which address the relationship between job satisfaction and organizational commitment of teachers among Arada sub city government secondary schools.

Therefore, based on the existing views on teacher's satisfaction and organizational commitment in particular study area, this study was proposed to consider different facets of the job that may contribute to job satisfaction and organizational commitment of teachers.

1.3 Research Questions of the study

This study was guided by the following research questions

1. What are the level of organizational commitment and job satisfaction of teachers in Arada Sub-city Government Secondary Schools (ASGSS)?
2. Is there a significant relationship between teacher's job satisfaction and organizational commitment of government secondary schools of the study area?
3. Which demographic variable (gender, Age, marital status, experience in teaching, educational level) associated with teachers' job satisfaction and organizational commitment in the sub city government secondary school?

1.4 Research objectives of the study

The research has general and specific objectives.

1.4.1 General objective

The general objective of the study was to examine the relationship between JS and OC of government secondary school teachers in Arada sub city.

1.4.2 Specific objectives

The specific objectives of the study try to address the following

1. To explore the level of JS of teachers and OC in ASGSS.
2. To examine if there is significant relationship between OC and JS of teachers in ASGSS.
3. To assess the demographic variables (gender, age, marital status, teaching experience, educational level) are associated with teachers' JS and OC

1.5 Significance of the study

The process of satisfied and committed teachers in the schools is a major concern of educational planners and policy makers to achieve the educational planners and policy makers educational objective of the country. It is clear and justified by different studies that those satisfied with their job are more likely have a strong OC.

Therefore, it is very fundamental to be aware of teacher cumulative attitude towards the working

environment and OC to become productive and realization of the goals the organization. Thus, the finding of this study is important inputs and sources for different pertinent bodies. The potential benefit includes

- Introduce better perspectives about the strong relationship of teachers' job satisfaction and OC for government and stake holder of education.
- Providing useful information for the principals of the schools, different leaders and the sub city education office and to recommend further measures in order to raise teachers' job satisfaction and OC.
- The finding of the study may help for the stakeholders of education to intervene on job satisfaction and OC of teachers.
- The finding may inspire further research activities and used for any further research who wants to study about the relationship between JS and OC and related construct.

1.6 Scope of the study

The study was focused only public secondary schools of Arada sub city administration methodologically focused to mixed research data collection methods. Furthermore, this study was not assessing all factors contributing for JS and OC teachers. The study focused on some selected demographic characters of teachers such as age, sex, educational level and teaching experience in 2022/2023 academic year.

1.7 Limitations of the study

The researcher could not able to collect data from the entire sample population of the study due to time, financial constraints. The study also involved relatively small numbers of females, unmatched gender ratio between male and female teachers due to uneven staffing nature of the schools. While teacher responses remained confidential, the situational impact or social bias may lead teachers to respond in a manner different from their true feelings. The necessity of honest responses from participants and the assumption that the data given reflected honest opinions could be possible limitations of this study.

1.8 Operational definition of key terms

Facet satisfaction is the measurement of teacher's feelings and attitudes towards each specific aspect of the job: recognition, pay, autonomy, work itself, supervision, promotion/growth, workload, physical environment, or co-worker relation (Armstrong, 2006).

Job Satisfaction (JS) refers a person's affective relation to his or her working role. as a teacher, it denotes to the overall attitude and views of teachers toward their working conditions and profession. (Hongying,2007).

Organizational Commitment (OC) is defined as psychological state that characterizes the employee's relationship with organization and has implication for decision to continue or discontinue membership in organization (Meyer& Allen, 1991).

Affective Commitment (AC) refers to the employee's emotional behavior, identification, attachment and involvement with their organization. (Boehman, 2006).

Continuance Commitment (CC) is an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck &Wilson, 2000).

Normative Commitment refers to the employee's responsibility for the job and thus makes them stay with the same organization. (Canpe, 2006).

Secondary School Teachers (SST): contextually, teachers assigned to teach secondary school students which are from grade 9 up to 12.

1.9 Organization of the study

The study was organized into five chapters. Chapter one deals with background of the study, statement of the problems, basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key term, and organizations of the study.

Chapter two, focuses on review of related literature, chapter three assesses research design and methodology, population, sampling techniques pilot test and methods of data analysis. Chapter four deals with data analysis and interpretation and final, chapter five gives summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Introduction

In this chapter, different literatures related to this study such as conceptual framework of the study, definition and concept of job satisfaction, theories related to job satisfaction, factors affecting job satisfaction, definition of organizational commitment, models of organizational commitment, demographic correlates of organizational commitment and different theoretical and empirical evidences regarding the relationship between job satisfaction and organizational commitment were reviewed.

2.2 Conceptual Framework of the Study

The general objective of this study was to explore the relationship between job satisfaction and organizational commitment of government secondary school teachers in Arada sub city. To achieve this goal, the following conceptual framework was developed from a review of literature on job satisfaction and organizational commitment of teachers. In order to gain a more meaningful insight into what influences the views and attitudes of teachers towards their work, the various theories on job satisfaction was discussed in the next sections. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory; the Expectancy Theory, Adam's Equity Theory. The one among these theories, Maslow (1954) explained that job satisfaction is achieved when the job and its environment meet the needs of the individual. Maslow categorizes these needs in a hierarchy, including physiological, social-emotional, safety, love and belongingness, esteem, and intellectual; however, intellectual needs cannot be met until all of the lower and most basic human needs are satisfied. Once the most basic level of need is satisfied, the needs on the next level become the priority. Herzberg et al.'s two factor theory categorized man's work needs as follows: achievement, promotion, autonomy, recognition and work itself; they called them 'the motivating factors' whereas the hygiene factors are pay/salary, job security, working conditions, policy and administration, supervision and interpersonal relationships.

In addition to the facets of job selected based on the aforementioned theories and research findings, selected demographic characteristics of employee's are included in the model since they have exhibited significant correlation with job satisfaction and organizational commitment in some of the reviewed studies.

It has been recognized that employees can have different feelings about various facets of the job such as nature of the work itself, payment, relations with co-workers, supervision and promotion opportunities (Balzer et al., 2000).

First, attempt was made to identify factors assumed to contribute for job satisfaction of teachers. The factors found in the reviewed studies were organized into two broad categories. These are: (a) Work and work environment related factors namely: work itself, pay, recognition, opportunities for promotion/growth, supervision, co-worker relation, physical environment, workload, and autonomy; and (b) demographic characteristics of teachers such as sex, gender, marital status, experience in teaching and educational level. In addition, the two -model conceptualization of organizational commitment namely: affective and continuance commitment developed by Allen and Meyer (1984) was applied to determine how much teachers identify themselves with ASGSS and its goals, and wishes to maintain membership in the school. Then, a causal link will establish between OJS and OOC of teachers based on the findings of previous studies.

The following major facets of job and demographic characteristics that became the domain will be identified from different models of job satisfaction, for the purpose of this study according to (Spectors1997) and Meyer and Allen(1984) the factors include: (1) nature of work (2) pay, (3) contingent rewards (4) Promotion (5) supervision, (6) co-worker relation, (7) fringe benefits (8) operating conditions (9) communication (10) gender, (11) educational experience, (13) age, (14) educational level, (15) affective commitment and (16) continuance commitment.

Each facet is assumed to have causal relationship with overall job satisfaction; and the other underlying assumption will that OJS leads to OC. This framework assumes that if a teacher is satisfied with the selected aspects of his or her job, the decision is often made to be a committed one for the institution. If a teacher is not satisfied with these aspects of his/her job, the decision is often made to become not committed for the school.

2.3. Definitions and Concepts of Job Satisfaction

Job satisfaction is an important element in any organization. Attitudes and feelings affect the behavior of employees, which contribute to organizations success or failure. Job satisfaction refers to a person's affective relation to his or her working role. Different authors have different approaches towards defining job satisfaction. Previous studies have identified the most important human resource tools to manage job satisfaction as salary, training, the working environment, supportive supervision and recognition (Martineau, 2006).

Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows. Armstrong (2006) defined job satisfaction as peoples feeling towards their jobs. A person will be satisfied in his job, when combined psychological, physiological and environmental circumstances cause a person to be confident. According to Specter (1997) defines, job satisfaction as the way people feels about their job and its various aspects. It's the degree or the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation. Teachers are the most important resources in a school. They are the key figures for any changes needed in schools. Quality education system depends on teachers. Teachers are essential to the success of any educational System. Teachers' job satisfaction has a significant influence on the delivery of quality education. Job satisfaction is important in predicting systems stability, reduced turnover and worker motivation.

High quality education system depends on high quality teachers (Jyoti & Sharma, 2009). Satisfied and motivated teachers are important for any educational system. Successful educational system mostly is the result of satisfied teachers. Teachers have a great role in any education system. They have significant impact on student achievement. Job satisfaction is actually a combination of intrinsic and extrinsic factors. Intrinsic job satisfaction is the kind of work one wants to do. Extrinsic job satisfaction is when one considers the conditions of the work as a priority (Weasmer and Woods, 2004).

JS represents a combination of positive or negative feelings that workers have towards their work. Job satisfaction represents expectations of award in different forms and individual's behavior in the work place (Davis, 2000). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.

In addition of having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their interpersonal relationships, supervisors, school policy and their pay aspect (George, 2008). Job satisfaction is when one is convinced of the qualitative or quantitative aspects of his work. (Mullins, 2005). It represents a feeling or perception of fulfillment of the material and psychological needs (Artz, 2010). Job satisfaction from employee's side may reflect benefits usually determined by the employer based on their strategy to be profitable in recruiting and retaining people.

On the other hand, job-related factors affect satisfaction in relation to employee's desire, skills and abilities to make a meaningful contribution and to be valued. From the schools' point of view, student achievement is evaluated through good teachers' performance. When schools find quality teachers who fit their job requirements then a win-win situation is created between the teacher and the school administration. Quality of education and student achievement is determined by committed and satisfied teachers. According to Woods (2004), job satisfaction can be achieved through commitment, dedication, belonging and good performance to the best ability. Moreover, job satisfaction and performance are positively influenced by rewards Kreitner (2002). Factors that influence job satisfaction are management system, working environment and employee's involvement in decision making process.

2.3.1 Job Satisfaction Theories

To understand job satisfaction, it is necessary to know the source of motivation of employees for their job. Campbell et al (1970) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction. In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavor to achieve in order to be satisfied and succeed on the job. Scientific management believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClelland focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998).

2.3.1.1 Maslow's Hierarchy of Needs

Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje, 1992).

According to Maslow's theory (1970), people's needs range in a hierarchy from physiological, to self-actualization (including safety, security and social status). Failure to satisfy one need may have an impact on the next level. According to this theory, people who are struggling to survive are less concerned about needs on the higher levels. For Maslow, fulfillment of lower-order needs, such as security and payment lead to the higher-order needs like social relations, self-esteem, and self-actualization. Satisfying these higher order needs is necessary for true job satisfaction (Ryan, 1947). Maslow's (1954) hierarchy needs explains job satisfaction in terms of needs fulfillment.

2.3.1.2 Herzberg's Two-Factor Theory

In the late 1950s Frederick Herzberg developed a two-factor theory (motivation and hygiene) based on Maslow's Hierarchy of Needs. He started with the idea that job satisfaction and dissatisfaction act independently of each other. The work characteristics associated with dissatisfaction (hygiene factors) vary from those of satisfaction (motivators). Motivation led to satisfaction, but its absence may not lead to dissatisfaction. Achievement, recognition and intrinsic interest in the work itself are part and parcel of motivation factors.

There is a direct link between performance and reward. Usually, intrinsic factors motivate employees to perform and improve their job satisfaction. Studies in different organizations have found that the absence of acceptable intrinsic factors in the work-place leads to high employee attrition rates.

Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009). Their presence, on the other hand, is related to high job satisfaction

2.2.1.3 “Hygiene” Factors

Hygiene factors are corresponding to Maslow’s lower order of needs. These are policies and practices, remuneration, benefits and working conditions. Improving these factors may decrease job dissatisfaction and thus increasing motivations. Dissatisfaction is the result of inadequate hygiene factors, but at the same time adequate hygiene factors do not necessarily lead to job satisfaction.

Hygiene factors need to be tackled, and then motivators can follow. For Both Maslow (1954) and Herzberg (1971), salary is a lower-order need or a hygiene factor and as such cannot lead to true job satisfaction. Perrie and Baker (1997) reported a non-significant relationship between salary and benefits.

In China, Sergeant and Hannum (2005) found out that salaries and incentives did not have a significant effect on schoolteachers’ job satisfaction. Even in Botswana, Mullins (2007) reported non-significant relationship between salaries and different facets of schoolteachers’ job satisfaction. Improving employees’ status, responsibility, and self-realization are found to improve work itself and job satisfaction.

Herzberg and Maslow are dominant figures in job satisfaction. They offer two of the most frequently cited psychological approaches studying JS (Lester, 1983). Maslow’s (1954) hierarchy of needs explains JS in terms of needs fulfillment. Applying these concepts to teachers, Herzberg, et al. (1959) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work-place will not necessarily quit teaching, as long as he or she is well-paid and has good relationships with colleagues.

2.3.1.4 Expectancy Theory

Expectancy theory is known by its understanding of individuals’ linkages between effort and performance, performance and rewards, and rewards and individual goal satisfaction. There is no universal principal that explains people’s motivation and is regarded as a contingency model. Maslow and Herzberg focused on the relationship between needs and the associated effort expected to fulfill them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfillment of the needs.

According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The theory suggests that motivation that will lead to JS is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Teachers will not engage in motivated behavior unless (1) they value the expected rewards; (2) they believe their efforts will lead to first-rate performance; and (3) their performance will result in the desired rewards (Griffin & Moorhead, 2010).

2.3.1.5 Equity Theory

Adams theory (1963) emphasizes the comparison of existing conditions against some standard by using the relationship between two variables (inputs and outcomes). Inputs are what an individual contributes to an exchange, while outcomes represent what an individual obtains from an exchange.

Equity theory suggests that individuals assign weights to various inputs and outcomes according to their own perception of relative importance. According to Daft and Noël (2001), equity theory is a process of job satisfaction that focuses on individuals' cognition of how equally they are treated compared to others. This implies that, if people feel their treatment as less favorable than that of others with whom they compare themselves as equals, they are likely to be less motivated to perform better. This theory therefore compares people to the ratio of their outputs to inputs with the ratio of outputs to inputs of others.

The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005). This perceived inequity may result in dissatisfaction (Miner, 2005). According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

2.3.2 Factors Affecting Job Satisfaction

JS is under the influence of factors such as working conditions, interpersonal relationships and variables related to intrinsic job characteristics and demographic variables. (Ellickson 2002) suggests that work environment (factors related to the work itself), and the personal characteristics of the individual as two general categories of variables associated with job satisfaction.

Working conditions refers to salary, fringe benefits, administrative support, school management leadership, and workload. It has positive effect on the teachers' commitment. Other factors like recognition, income, promotion and the achievement led to a feeling of fulfillment. On this point, (Ladebo 2005) found that, if working conditions are poor, the situations will have a negative impact on the job satisfaction of the teachers. (Perie 1997) also confirmed that comfortable working conditions are directly correlated to higher job satisfaction. When working conditions are inadequate, they would discourage the efforts expended to have quality education at all levels of the education system.

Poor pay directly affects job satisfaction. According to (Herzberg 1959), salary has influences on JS. Teachers' JS is related positively to the teachers' salaries. An increase in their salaries was followed by an increase in their job satisfaction, and the intent to stay in the teaching profession. Other studies show that poor pay directly affects the teachers' JS.

Thus, low salaries may discourage their efforts in making efforts towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti & Sharma, 2006). Extremely low teacher salaries increasingly make conditions difficult to fulfill their basic needs. According to expectancy theory, high work demand and low salaries could lead to the lack of job satisfaction.

Fringe benefits, such as housing, transport allowances, pension, sick pay, holidays, health insurance, compensation for after-hours' work, and employer-provided training have impact on job satisfaction and are considered as components of employee compensation. According to Herzberg, (1959), fringe benefits are seen as hygiene or maintenance factors that influence JS. They are considered as substitutes for salaries.

Herzberg (1959) defined administrative support as hygiene or extrinsic factor could influence employees' JS. Administrative support is found to be the most significant and a strong predictor of the teachers' JS.

It has much power, directly and indirectly, to predict the teachers' intent to stay in the profession. As indicated by Baker (2007), if they are not properly accompanied by the administration in their formative ages, it could become a primary reason for teachers leaving the profession early in their careers.

Teachers' greater satisfaction comes when they are recognized by their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Bogger, 2000).

Poor leadership decreases JS. Poor leadership resulted in the teachers' perceptions as lack of school support, and resulted in a decreased commitment to the teaching profession. The level of a school leadership's accompaniment and continuous encouragement significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession.

Workload is another factor, to either facilitate or impede job satisfaction. Teachers' tasks include continuous professional development like, lesson plan preparation, teaching, the documenting of portfolios, and more. Hence, the teachers' caring and other related responsibilities, have the potential to increase their interpersonal relationships (Butt & Lance, 2005). When teachers perceive workload to be unfair, their stress levels and their job dissatisfaction increase, and hence their commitment to the school organization, and their morale are eroded.

Interpersonal relationships are grouped under extrinsic factors. Interpersonal relations of teachers within the school community influence job satisfaction. In the school environment, interpersonal relationships could be with the students, the teachers, the principals/superiors, and with the parents. The relationship between teachers and students is considered to be vital for positive educational outcomes in the school setting. It creates an atmosphere conducive to students benefiting from the teachers' successful teaching and learning to take place. According to Davis (2003), good teacher-student relationship facilitates motivation of and learning of students. He states that teacher-student relationships may have also impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence. It will influence the outcomes and the academic achievement of students. As indicated by Johnson (2006), teachers working with collaborative colleagues can generate a more productive and healthier working environment than teachers working in isolation. Collaborative colleagues will establish harmonious cooperation.

2.4 Demographic correlates job satisfaction of teachers

Demographics is the study of general and particular population factors such as age, gender, marital status, occupation, education level, race.... etc. Furthermore, Bilgic(1998) also found that various demographic factors like tenure, age, education, sex , marital status are significant predictor of job satisfaction. Demographic factors influence the level of job satisfaction perceived by teachers (Bedeian,1992, Bogler, 2002; & Crossman, A. & Harris, P. (2006), Niehof, 1997).

2.4.1 Gender and job satisfaction

The literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied, yet other studies find no significant difference between the genders.

According to (Coward et al 1995) female employees demonstrate higher levels of job satisfaction than their male counterparts across most work settings whereas (Al-Mashaan 2003) stated that male employees in comparison to female employees, reported higher levels of job satisfaction. This, he attributes to the better chances for employment men are argued to have, and opportunities to advance in their jobs at a more rapid pace than females.

However, Miller and Wheeler (1992) maintain that women are inclined to be less satisfied in their jobs because they tend to hold positions at lower levels in the organizational hierarchy where pay and promotion prospects are less attractive. Numerous studies across a variety of occupational settings have, however, found no significant gender differences in job satisfaction, despite the fact that women on average have inferior jobs in terms of pay, status, level of authority, and opportunities for promotion (Jones Johnson & Johnson, 2000).

2.4.2 Age and job satisfaction of teachers

Regarding the relationship between age and job satisfaction of employees, majority of research suggests that older employees tend to experience higher levels of job satisfaction (Jones Johnson & Johnson, 2000). This difference may be attributed to better adjustment at work, better conditions and greater rewards at work. (Blood et al2002) also support the view that older respondents were more likely to report higher levels of job satisfaction than younger respondents.

In addition, it was argued that older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1997). Brush et al. (1987, cited in Blood et al., 2002) postulated that older workers may have jobs that use their skills better, work under better job conditions, benefit from advancements and promotions, and appreciate fringe benefits more than younger, less experienced workers.

2.4.3 Marital status and job satisfaction of teachers

In the corporate realm, job satisfaction reflects employee vitality. Overall, satisfied workers tend to be more productive than their dissatisfied counterparts because they are less prone to shirking and inefficiency. Preliminary research suggests that marital status may account for job satisfaction discrepancy.

John & Ali & Zafar (2006) in their study wherein data were collected from 125 teachers from 33 universities from 4 major cities of Pakistan indicate that married employees are more satisfied as against single employees because married employees have greater family responsibilities and also more satisfied than single teachers.

2.4.4 Experience of teachers and job satisfaction

Research (Jones Johnson & Johnson, 2000) indicates that employees with longer experience have a greater tendency to be satisfied with their jobs than employees with shorter experience. Conversely, Moreover, a study by Chambers (1999) established that employees with longer experience were more satisfied with their work itself as well as their level of pay. From this it might be concluded that satisfaction increases with time and that those benefits that increase in time, such as security and experience, are likely to have an important influence on employee satisfaction.

On the other hand, Lambert et al. (2001) concluded that an inverse relationship existed between experience in the work and job satisfaction. The reason the literature is both inconsistent and inconclusive in this regard may be because the relationship between these variables depends on the specific organization and how staying on the organization is viewed.

2.4.5 Qualification and job satisfaction of teachers

The level of education and job satisfaction of employees is investigated by different scholars. According to Ting (1997), research is unequivocal with respect to the relationship between job satisfaction and educational level. Proponents (Saal& Knight, 1988) maintain that the relationship between education and job satisfaction is positive in nature.

2.5 Organizational Commitment

2.5.1 Definition of organizational commitment

Definitions of the concept OC include the description by O'Reilly (1989), "an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization". OC from this point of view is characterized by employee's acceptance of organizational goals and their willingness to exert effort on behalf of the organization (Miller & Lee, 2001).

(Cohen 2003) states that "commitment is a force that binds an individual to a course of action of relevance to one or more targets". This general description of commitment relates to the definition of OC by (Arnold 2005) namely that it is "the relative strength of an individual's identification with and involvement in an organization".

(Miller 2003) also states that organizational commitment is "a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization". Organizational commitment is therefore, the degree in which an employee is willing to maintain membership due to interest and association with the organization's goals and values.

in addition, (Morrow 1993) describes organizational commitment as characterized by attitude and behavior. Miller (2003) describes an attitude as "evaluative statements or judgments either favorable or unfavorable concerning a phenomenon". Organizational commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow, 1993). Meyer, Allen and Gellantly (1990) also suggest that organizational commitment as an attitude is "characterized by a favorable positive cognitive and affective component about the organization" continuance organizational components.

Hence Noor and Abdulkarim (2006) conducted factor analysis and conclude that the two components are the critical elements of organizational commitment. So, this study was conducted based on Noor and Abdulkarim (2006) model.

organizational commitment is concerned with the extent to which an individual identifies with the organization (Allen & Meyer, 1990).

2.5.2 Demographic correlates of organizational commitment

There have been a number of studies that have investigated the personal correlates of organizational commitment. Characteristics such as gender, age, marital status, and experience in teaching and educational level have been found to influence organizational commitment; and these variables are considered in this study too.

2.5.2.1 Organizational Commitment and Gender

Similarly with education, the influence of gender on organizational commitment remains unclear. It is indicated that the majority argument appears to be that women tend to be more committed to their employing organization than are their male counterparts (Mathieu & Zajac, 1990). Mathieu and Zajac (1990) indicated that women were more likely to report that they are proud to work for their organization, that their values and the company's values are similar, and that they would accept almost any job offered to them in order to remain with their current employer. Several explanations have been offered to account for the greater commitment of female employees. Mowday et al. (1982, cited in Ebey et al., 1999) maintain that women generally have to overcome more barriers to attain their positions within the organization. They concur that the effort required to enter the organization translates into higher commitment of female employees. There are also researchers, however, failed to find support for a relationship between gender and organizational commitment (Billingsley & Cross, 1992). It may, thus, be concluded that the relationship between sex and is inconsistent.

2.5.2.2 Organizational commitment and age

Concerning the relationship between age and organizational commitment, researchers (Meyer & Allen, 1997; and Luthans, 1992) support the view that the relationship between organizational commitment and age is significant. They indicated that older employees were more committed than younger ones. Still others postulate the idea that, as individuals become aged, alternative.

The second characteristic that is used to describe the concept OC is behavior (Morrow, 1993).

Best (1994) maintains that “committed individuals enact specific behaviors due to the belief that it is morally correct rather than personally beneficial”. (Reichers 1985) is of the opinion that “organizational commitment as behavior is visible when organizational members are committed to existing groups within the organization”. Therefore, organizational commitment is a state of being, in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller & Lee, 2001).

The adopted definition for this study corresponds with definitions by Meyer and Allen (1991) mentioned above. According to this definition organizational commitment “is a psychological state that characterizes the employee’s relationship with the organization, and has implications for the decision to continue membership in the organization”.

2.5.3 Organizational Commitment Model

Meyer and Allen (1991) model proposed a multidimensional organizational commitment construct that involves affective, continuance and normative commitment. The affective commitment reflects employees’ emotional ties to their organization and the staffs. It is the degree of emotional attachment to an organization. Employees who have a strong sense of affective commitment will remain in their organization because they want to be part of it (Meyer & Allen, 1991; Meyer et al., 2002).

Normative commitment is related to employees’ feeling of obligation to remain in their organization. Employees with a strong sense of normative commitment believe that they ought to be part of the organization for the organization’s sake. Employees who have a strong normative commitment feel moral obligation to give service in their organization. Hence, they are willing to stay in their organization until they feel that they pay back their debt (Meyer & Allen, 1991; Meyer et al., 2002).

Continuance commitment, on the other hand, relies on the cost- benefit calculation. Employees remain in their organization, taking in to account economic (payment and promotion) and social costs (friendship and co-workers) of leaving their organization. Employees who have strong continuance commitment likely stay in their organization because they need to be part of it to safeguard their personal benefits (Meyer & Allen, 1991; Meyer et al., 2002).

Despite the above scholars showed that organizational commitment has three main components i.e., affective, continuance and normative. This study was only deal with the first two component i.e., affective and employment opportunities become limited, thereby making their current jobs more attractive (Mathieu & Zajac, 1990).

We can also hypothesize that older individuals may be more committed to their organizations because they have a stronger investment and a greater history with the organization while younger employees are generally likely to be more mobile and to have lower psychological and social investments in the organization. Again, the older employees become, the less willing they are to sacrifice the benefits and distinctive credits that are associated with seniority in the organization. As a result, older employees may exhibit higher commitment to the organization. But it is necessary keep in mind that there may be organizations in which older employees are excluded from different staff benefits causing dissatisfaction and less commitment.

2.5.3.1 Organizational commitment and marital status

Research indicates that married employees have fewer absences, less turnover, and are more satisfied with their jobs than are their unmarried co-workers. Marriage imposes increased responsibilities that may make a job more valuable and important.

Several studies (Fitzmaurice, 2012; Olatunjis and Mokuolu, 2014; Anyango, Ojera and Ochieng, 2013 and Kibkebut, 2013) have been carried out on the relationship between marital status and organizational commitment. Results of the studies have shown that marital status has a continual commitment on the organization with the married group being much happier in their jobs compared to the other statuses.

2.5.3.2 Organizational Commitment and Tenure

The view that, tenure or the length of service in a particular organization has a significant relationship with employees' levels of commitment towards that organization is supported by different researchers. Researchers (Meyer & Allen, 1997) support the view that a positive relationship exists between organizational commitment and tenure. Similarly, (Desalign 2020) reported that there were a positive relationship between tenure and organizational commitment.

Some of the possible reasons for the positive relationship between tenure and organizational commitment (Lim et al., 1998) may be resulted from the reduction of employment opportunities and the increase in the personal investments that the individual has in the organization. This is likely to lead to an increase in the individual's psychological attachment to the organization. However, researchers such as Luthans, McCaul, and Dodd (1985, cited in Lim et al., 1998) failed to find support for the relationship between tenure and organizational commitment.

2.5.3.6 Organizational Commitment and Level of Education

The relationship between employee's educational level and organizational commitment was studied by different researchers and come up with different findings. Luthans et al. (1987) indicated that majority of studies show an inverse relationship between organizational commitment and an individual's level of education. Research maintains that the higher an employee's level of education, the lower that individual's level of organizational commitment (Mathieu & Zajac, 1990). It was further interpreted that the negative relationship may result from the fact that highly qualified employees have higher expectations that the organization may be unable to fulfill. However, Meyer and Allen (1997) indicated that the level of education does not seem to be consistently related to an employee's level of organizational commitment. On the other hand, more educated individuals may also be more committed to their profession. As a result, it would become difficult for an organization to compete successfully for the psychological involvement of these employees, which leads to less organizational commitment (Mowday et al., 1982 cited in Ebey et al., 1999). However, (Billingsley and Cross, 1992) failed to find support for a significant relationship between level of education and organizational commitment.

2.6 Relationship between Organization Commitment and Job Satisfaction

Studies such as those by Angle and Perry (1981) and Mowday et al., (1979) has indicted that job satisfaction has been shown to be significantly related to organizational commitment. Research has reported a significant association between organizational commitment and job satisfaction; however, the causal relationship between job satisfaction and organizational commitment and its effect on turnover intention is often contradictory. (Currivan, 1999; McFarlane et al., 1989).

Some studies such as those of Mathieu and Zajac (1990) have found that although organizational commitment and job satisfaction influence turnover intentions, commitment is more strongly correlated to turnover intention than job satisfaction. In Contradiction studies have also found that job satisfaction correlates more strongly with turnover intention than does commitment (Martin & Roodt, 2008; Tett

& Meyer 1993). Currivan (1993) however reported that job satisfaction and commitment have a false relationship due to common determinants. Further studies as those of Price and Mueller (1981), Mathieu and Farr (1991) and Martin and Roodt (2008) concluded that a reciprocal relationship between job satisfaction and organizational commitment exists.

Although research studies on the relationship between organizational commitment and job satisfaction seems to be contradictory (Currivan, 1999) the general agreement is that there is a positive relationship between the two constructs (Eliyana, Yusuf & Prabowo, 2012; Eslami & Gharakhani, 2012; Lumley et al., 2011; Matheiu & Zajac, 1990).

It is thus expected that highly satisfied workers will be more committed to the organization. Supporting this idea, Takle Abebe and Solmon Markos (2016) maintains a significant positive relationship between job satisfaction and organizational commitment of teachers. A Similar result was obtained by Mohammed (2013).

Overall, there is more evidence indicating that job satisfaction influences organizational commitment and is therefore an antecedent of commitment.

2.7 Chapter Summary

Jobs require interacting with co-workers, and leaders or principals, following organizational rules and policies, meeting performance standards, living with less-than-ideal working conditions and the like (Robin and Judge, 2013). Even if job satisfaction has been defined in different ways it can generally be defined as a part of the work environment, impacts on human emotions at work likewise; because the job is a major part of life in the JS overall satisfaction in life is through (Saatchi, 2003).

JS of teachers can be affected by different factors. To mention some, satisfaction with the work itself, satisfaction with pay, satisfaction with promotion and satisfaction with supervision are those commonly mentioned by scholars.

There are numerous models of job satisfaction. These include affect model, dispositional model, equity model, discrepancy model, and two factor theory and job characteristics model. For the purpose of this study Spector's job satisfaction model which includes pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of the work and communication was adapted and used (Spector 1997).

OC is one of the variables discussed in this chapter. Sheldon (1971) defines it as an attitude or an orientation towards the organizations, which links or attracts the identity of the person to the organizations. OC models and factors affecting OC were also discussed in this chapter. Meyer and Allen (1991) model proposed a multidimensional OC construct that involves affective, continuance and normative commitment.

Finally, the relationship between job satisfaction and OC has been discussed in this chapter. Works of different researchers were reviewed and it was found out that most of the studies agreed that there is a positively significant relationship between them.

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

Arada sub city is one of the sub cities under auspices of the City Government of Addis Ababa on which the study was administered. The study area is located in northern area of the city, near the Gulele. It borders with the districts of, Addis Ketema, Lideta and Yeka sub city.

Geographically the sub city is one of the 11 sub cities of city administration of Addis Ababa, the capital of Ethiopia. In addition, the sub city is composed of 7-15 wereda.

3.2. Research Design

The study has attempted to obtain information about the current teachers' job satisfaction and Organizational commitment under. To accomplish the objectives of the study, correlation research design was employed. Gay, Mills, and Peter Airasian (2012) stated that Correlation research involves collecting data to determine whether, and to what degree, a relation exists between two or more quantifiable variables. Correlation data collection was applied in your study since there are correlation research such as naturalistic observation method, archival data method, and the survey method.

The survey method is the most common method of correlation research; especially in fields like psychology. It involves random sampling of the variables or the subjects in the research in which the participants fill a questionnaire centered on the subjects of interest. This method is very flexible as researchers can gather large amounts of data in very little time. However, it is subject to survey response bias and can also be affected by biased survey questions or under-representation of survey respondents or participants. These would be properly explained under data collection methods in correlation research.

This design was appropriate for the study because the researcher would collect data from teachers and principals in order to investigate the relationship existing between human resource management practice and teachers job satisfaction in the study area.

3.3. Research Method

According to Gay, Mills, and peter Airasian (2009) underlying quantitative research methods is the philosophical belief or assumption that we inhabit a relatively stable, uniform, and coherent world we can measure, understand, and generalize about. Gay.Mills. and peter Airasian (2012) stated that Correlation research involves collecting data to determine whether, and to what degree, relation exists between two or variables. To undertake the study, correlation method were employed to answer about the teachers' opinion on their job satisfaction and gather information their belief attitude and behavior about the topic under the study.

On this study quantitative research approach was employed. It is the application of positivist philosophy and the expression of study variables in numerical values, the procedure to make the research passes through the following steps. Firstly questionnaires were prepared to investigate teachers; teachers' job satisfaction and Organizational commitment. The data collected were analyzed using statistical software SPSS version 25. The Averages/ mean values and standard deviation of the obtained results will be analyzed.

Difference between Organizational commitment and teachers job satisfaction in secondary school will be examined using inferential statistics, one –way Anova with scheffe's test .To strengthen teachers view on teachers job satisfaction two year inspection report will be collected from words educational office will be analyzed. Finally the correlation between the two variables (teachers' job satisfaction and Organizational commitment) will be computed to identify the magnitude of their relationship between them.

3.4. Sources of data

The data for the study were obtained from primary and secondary sources. To obtain more reliable and adequate information from a large number of respondents, two sets of questionnaires (both closed and open ended) has been designed in "English" and distributed to teachers and educational experts. As secondary sources, relevant literatures like articles, journals and different minutes were assessed to acquire information and insights in the area of the study. In addition, various available documents which constituted guidelines, regulations and directives were thoroughly reviewed to acquire background information about the issue.

To assess the overall picture of the teaching staff management in the secondary schools, interviews were also conducted with principals of the schools and head of Woredas and Zonal Education Offices to obtain their views, opinions, and expectations on the problems identified.

3.5. Total Population, Sample size and Sampling Techniques

From ten schools like, Kelemework, Agazian, Meskerem, Belay Zeleke 2, Tukur Ambessa, Dagimaw Minilik, Betel in the zone the researcher selected 7 secondary schools due to the scarcity of resources by using simple random sampling technique to get equal chance. Hence due to limitation of resource to collect data from all secondary school of the zone the researcher selected 7 secondary schools by using simple random sampling technique.

In Arada Sub-city secondary schools there are 612 male 47 female, total 759 teachers and 10 principals in the Zone.

All secondary school teachers, school leading staff (principals, department heads and unit leaders) Woreda education office expert from each Woreda were the total population of the study. Accordingly, there is one (1) secondary school in each Woreda and sub city office. Hence, to make the study manageable and workable size, 7 secondary schools were identified by using simple random /Lottery/ method. This method help the researcher to give equal chance for the total population.

In this research each school are taken as one group for itself. This study is relational study therefore, in relational study; the study sample size from each group should be not less than 30. Based on this requirement, this study purposively selected 7 principals from seven secondary schools.

The sample elements of the respondents were drawn by the techniques of purposive and availability sampling to include all items of composition into the sample size to be participated in interview. By doing this, the researcher would have reliable and adequate information on the issue under study.

3.5.1. Population, sample and sampling technique

Kelemework, Agazian, Meskerem, Belay Zeleke 2, Tukur Ambessa, Dagimaw Minilik, Betel

Table 3. 1: Population, sample and sample technique

Name Participant	total population	sample size	Percent	Sampling technique
Kelemework,	76	25	33	Random sampling technique and available
Agazian	140	47	33.57	Random sampling technique
Minilik II	190	63	33.15	Random sampling technique
TukurAmbesa	105	36	33.65	Random sampling technique
Meskerem	94	32	33	Random sampling technique
Belay Zeleke	80	26	32.5	Random sampling technique
Betel	74	25	32.43	Random sampling technique
Total	759	254		

3.6. Data Gathering Tools

In order to gather the desired data from the data sources, questionnaires, interviews and document analysis were employed

3.6.1. Instruments of Data Collection

The data for the study were obtained from primary and secondary sources. To obtain more reliable and adequate information from a large number of respondents, two sets of questionnaires (both closed and open ended) has been designed in "English" and distributed to 108 teachers, 10 school principals and 40 educational experts. As secondary sources, relevant literatures like articles, journals and different minutes were assessed to acquire information and insights in the area of the study.

In addition, various available documents which constituted guidelines, regulations and directives were thoroughly reviewed to acquire background information about the issue. To assess the overall picture of the teaching staff management in the secondary schools, interviews were also conducted with principals of the schools and head of Woreda and sub city Education Offices to obtain their views, opinions, and expectations on the problems identified.

3.6.1 .1. Questionnaire

Questionnaires that was prepared by the researcher, is a main data collection instrument of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaire allow the researcher to collect the most complete and accurate data in a logical flow, in order to reach reliable conclusions from what we are planning to investigate in our research Creswell, (2009).English language was used to design the questionnaire.

A well-designed questionnaire should meet the research goal and objectives and minimize unanswered questions when the researcher manage it very well Creswell, (2009). Both open ended and closed ended questionnaires were designed to collect information from 108 teachers that have two groups of participants (newly deployed teachers, principals, unit leader, school administration and educational expert). All questionnaires would have three parts and prepared in English because the medium of instruction in secondary school is English so that all respondent can understand the questionnaire and responded accordingly.

All questionnaires have three parts and will be prepared in English because the medium of instruction in secondary school is English so that all respondent can understand the questionnaire and will respond accordingly.

3.6.1.2. Interview

Interview is another instrument tool that was used to collect data from respondents so that the response that was gathered through other data collection instrument has been triangulated. It involves verbal communication between the researcher and the subject (Mather et.al, 1998). The researcher designed open- ended and close ended questions to gather in depth information about the practice of human resource management and the teachers' job satisfaction. In order to make tangible information were gathered through structured interview questions would be prepare and conduct with 20 Sub city education experts, 20 Woreda /town education experts and 7 school principal from selected secondary schools and side by side note book would be also used to record the information provided by the informants.

Because of this, interview will employ to get more information in greater depth flexibility that gives opportunity to avoid misinterpretation and also is suitable to small groups.

3.7. Procedure of Data Collection

For the collection of data in the study the following procedure were followed. First, relevant questions were developed for the questionnaire and interview. And then copies of questionnaires were administered to all selected teachers, unit leaders and department heads with additional explanation regarding how to respond and all the questionnaires would be returned. Besides, the researcher conduct interview with selected Woreda education office experts and 7 purposive principals by assessing key informant having relevant data with regard to the problem under study would be made.

The researcher obtained a research permit from the department and wereda educational bureau through the letter written from the educational planning and management department. An introduction letters were written to each secondary school directors from. The after that researcher visited the selected schools and sought permission from the head teacher to collect data for the study through distributing questionnaires and collecting from sample respondents of teachers.

3.8. Validity and Reliability of the instrument

Although the term reliability' is a concept used for testing, according to Joppe (2000). Reliability is extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results. Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. A measure is considers reliable if it would give us the same result repeatedly. A reliability test would be performed to check the consistency and accuracy of the measurement scales. One of the methods to estimate the reliability of the scores on a test or measurements is Cornbach's coefficients alpha method.

Hence, Cornbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the five scales that were scaled from 1-5 that were representing the choices of items.. Hence, as explored by Field (2009), if Alpha Coefficients will be above 0.750, consistency and suitability was considered high. Therefore, 30 sample respondents were taken from teachers from one none sample secondary and the designed questions were distributed and responses were collected.

The collected responses were analyzed and the reliability was checked for the self-developed questions. The result obtained from the pilot test revealed 0.867 that showed the reliability and validity of self-developed questions of the study.

3.9 .Pilot Testing

Before the final questionnaire was administered pilot study was conducted at selected Secondary Schools, to ensure that the respondents understand what the questionnaire wants to mean. The draft questionnaires are distributed to some of the selected sample respondents. After the questionnaire are filled and returned the reliability and validity of the items were measured by using Crobach's alpha method by the help of SPSS version 25.

One of the methods to estimate the reliability of the scores on a test or measurements is Cornbach's coefficients alpha method. Hence, Cornbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Like scale. Hence, as explored by Field (2009), if Alpha Coefficients was above 0.750, consistency and suitability was high. Therefore, 30 sample respondents were taken from teachers and the designed questions were distributed and responses were collected. The collected responses were analyzed and the reliability was checked for the self-developed questions with the standard to confirm the reliability of data collecting instrument. The result obtained from the pilot test was 0.845. The result obtained was above 0.750. Therefore, the instrument used for the study was reliable since the result obtained from the pilot test was 0.845.

3.10. Ethical Consideration

The purpose of the study will be explained to the participants and the research will ask their permission and informs that the information they provide will be only for the study purpose.

Accordingly, the researcher used the information from his participant only for the study purpose. Taking this reality in mind, any communication with the concerned bodies would be accomplished at their voluntary agreement without harming and treating the personal and institution wellbeing. In addition the research ensures confidentiality by making the participants unnamed.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this part of the study, different phases and steps were followed in the analysis and interpretations of the data that collected for this study. In the first part of the analysis the data that collected on the demographic information of the sample respondents were analyzed and followed with discussions. In the second part of the analysis, the data that were collected from the sample respondents of students through questionnaire were analyzed and followed with text explanations.

4.1. Demographic information of the sample respondents.

Under this section the quantitative data that collected from students were analyzed in percentages, means and standard deviation and followed with discussions

The respondent's personal information like sex, age, Educational level and working experiences were analyzed and presented in the tables below.

Table 4. 1 .analysis on sex of respondents

variable		Frequency	Percent
Sex	Male	190	74.80
	female	64	25.19
	Total	254	100.0

Source: own survey 2021

As it was described in the above table 4.1.1, sex has been presented. As it has been indicated in the above table4.1.1, 190(74.80%) and 64(25.19%) of the respondents were male and female respectively. This implies that most of the respondents of this study were male respondents

Table 4. 2. analysis on age respondents

variable		Frequency	Percent
Age	18-25	20	15.6
	26-35	53	25.0
	36-45	111	43.8
	46 and above	70	15.6
	Total	254	100.0

Source: own survey 2022

As it was indicated in the above table 4.1.2, the ages of the respondents were identified and presented in the above table, the age of the respondents has been ranged below 20 and 46 and above years. 111(70%) of the respondents age was ranged between 36 and 45 years. 70(27.55%) of the respondents age was ranged between 46 and above years. 53(20.86%) of the respondents age was ranged between 26 and 35 years. 20(7.87%) of the respondents age was ranged between 21 and 25 years. This implies that respondents of different age groups were participated as the respondents of this study. Different age group of respondents given their responses for the study.

Table 4. 3 .analysis on education of respondents

		Frequency	Percent
Valid	Diploma	9	3.54
	Degree	195	76.77
	second-degree	50	19.60
	Total	254	100.0

Source: own survey 2022

As presented in the above table 4.1.3, the educational background of the respondents of this were collected and analyzed in the above table. The analyzed data were discussed as follows. 195(76.77%) of the respondents educational was degree, 50(19.60%) of the respondents educational level was second degree and 9(3.54%) of the respondents educational level was diploma. This implies that respondents of different educational background were provided their responses for this study. Responses that obtained from these respondents were very important for this study. Respondents of different educational background were provided their responses for the study.

Table 4. 4.analysis on services of respondents

		Frequency	Percent
Service	1-5	8	3.14
	6-10	66	25.98
	11-15	46	18.11
	16-20	54	21.25
	21andabove	80	31.49
	Total	254	100.0

Source: own survey 2022

As it was indicated in the above table 4.1.4, data were collected on the working experiences of the respondents and presented in the above table. The analyzed data were discussed as follows. 80(31.49%) of the respondents working experience was between 21 and above years. 66(25.98%) of the respondents working experience was between 6 and 10 years. 54(21.25%) of the respondents working experience was ranged between 16 and 20 years and 46 (18.11%) of the working experiences of the respondents was ranged between 1 and 5 years. This implies that the respondents of different working experiences were provided their responses for this study. .The responses that obtained from respondents of different working experiences were very important for the result that obtained from this study. Respondents those who had different working experiences were provided their responses for the study.

4.2. Analysis on the responses collected through questionnaire

Close ended questions have been designed and data were collected for this study. The collected data were analyzed quantitatively and presented in the tables and followed with discussions. The descriptive atavistic like frequency and percentage that were used to analyze the distributions of responses for the given alternative choices of items were used, mean that was used to analyze the average of the distributions of responses was used and standard deviation that was used to analyze the distributions of responses around the to the sample was used as well as T was used to give meaningful conclusions one sample test summary was for the data analyzed in descriptive statistics to identify that the distributions responses were normal.

Table 4. 5. The level of organizational commitment of teachers in Arada Sub-city Government Secondary Schools

. Very High (5), High (4), Medium (3), Low (2) and Very low (1)

	Teachers organizational commitment	Mean	SD
1	The degree in which teachers is willing to teach their subject.	3.12	0.154
2	The degree in which teachers' willing to prepare their lesson to teach the student.	4.02	0.201
3	The degree in which teachers' convincing themselves to conduct the continuous assessment.	3.58	0.129
4	The degree in which teachers' convincing themselves to evaluate student.	3.73	0.186
5	The degree in which teachers' willing to respect the rule and regulation of the school.	3.76	0.173
6	The degree in which teachers' willing to protects the school property.	3.73	0.187
7	The degree in which teachers' convincing themselves to work for the achievement of the school objective.	3.47	0.169
8	The degree in which teachers' ready to participate on the school programs.	4.27	0.213
9	The degree in which teachers' prepare themselves to help students.	4.10	0.205
10	The degree in which teachers' willing to participate the school activities.	3.43	0.165

As it was presented in the above table 4.2.1, data were collected and analyzed on ten items on the level of organizational commitment of teachers in Arada Sub-city Government Secondary Schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

Data were collected on the degree in which teachers is willing to teach their subject. the collected responses were analyzed in mean and standard deviation. The result of (M:.,SD:) indicated that the degree in which teachers is willing to teach their subject was medium.

Data were collected on the degree in which teachers' willing to prepare their lesson to teach the student. the collected responses were analyzed in mean and standard deviation. The result of (M:,SD:) indicated that the degree in which teachers' willing to prepare their lesson to teach the student was high. Data were collected on the degree in which teachers

Convincing themselves to conduct the continuous assessment. The collected responses were analyzed in mean and standard deviation. The result of (M:, SD:) indicated that the degree in which teachers' convincing themselves to conduct the continuous assessment was medium.

Data were collected on the degree in which teachers' convincing themselves to evaluate student. The collected responses were analyzed in mean and standard deviation. The result of (M: 3.73,SD:0.186) indicated that the degree in which teachers' convincing themselves to evaluate student was medium.

Data were collected on the degree in which teachers' willing to respect the rule and regulation of the school. The collected responses were analyzed in mean and standard deviation. The result of (M:3.76,SD:0.173) indicated that the degree in which teachers' willing to respect the rule and regulation of the school.

Data were collected on the degree in which teachers' willing to protect the school property. the collected responses were analyzed in mean and standard deviation. The result of (M:3.73,SD:0.187) indicated that the degree in which teachers' willing to protects the school property.

Data were collected on the degree in which teachers' convincing themselves to work for the achievement of the school objective. The collected responses were analyzed in mean and standard deviation. The result of (M:3.47,SD:0.169) indicated that the degree in which teachers' convincing themselves to work for the achievement of the school objective was medium.

Data were collected on the degree in which teachers' ready to participate on the school programs. The collected responses were analyzed in mean and standard deviation. The result of (M:,SD:) indicated that the degree in which teachers' ready to participate on the school programs. Data were collected on the degree in which teachers' prepare themselves to help students. the collected responses were analyzed in mean and standard deviation. The result of (M:,SD:) indicated that the degree in which teachers' prepare themselves to help students was medium. Data were collected on the degree in which teachers' willing to participate the school activities. The collected responses were analyzed in mean and standard deviation.

The result of (M: 3.43,SD:0.165) indicated that the degree in which teachers' willing to participate the school activities was medium.

Table 4. 6.The level of job satisfaction of teachers in Arada Sub city Government Secondary Schools

No	The level of job satisfaction of teachers	Mean	SD
1	The degree in which teachers is willing to teach their subject.	3.13	0.156
2	The degree in which teachers' willing to prepare their lesson to teach the student.	4.92	0.201
3	The degree in which teachers' convincing themselves to conduct the continuous assessment.	2.58	0.129
4	The degree in which teachers' convincing themselves to evaluate student.	3.73	0.186
5	The degree in which teachers' willing to respect the rule and regulation of the school.	3.86	0.193
6	The degree in which teachers' willing to protects the school property.	3.72	0.186
7	The degree in which teachers' convincing themselves to work for the achievement of the school objective.	3.37	0.168
8	The degree in which teachers' ready to participate on the school programs.	4.27	0.213
9	The degree in which teachers' prepare themselves to help students.	4.10	0.205
10	The degree in which teachers' willing to participate the school activities.	3.23	0.161

As it was presented in the above table 4.2.2, data were collected and analyzed on ten items on the level of job satisfaction of teachers in Arada Sub city Government Secondary Schools.

. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

Data were collected on the degree in which teachers is willing to teach their subject. The collected responses were analyzed in mean and standard deviation. The result of (M: 3.13, SD: 0.156) indicated the degree in which teachers is willing to teach their subject.

Data were collected on the degree in which teachers' willing to prepare their lesson to teach the student. The collected responses were analyzed in mean and standard deviation. The result of (M: 4.92, SD: 0.201) indicated the degree in which teachers' willing to prepare their lesson to teach the student was high.

Data were collected on the degree in which teachers' convincing themselves to conduct the continuous assessment. The collected responses were analyzed in mean and standard deviation. The result of (M:2.58,SD:0.129) revealed the degree in which teachers' convincing themselves to conduct the continuous assessment was low. Data were collected on the degree in which teachers' convincing themselves to evaluate student. the collected responses were analyzed in mean and standard deviation. The result of (M:3.73,SD:0.186) showed that the degree in which teachers' convincing themselves to evaluate student was medium.

Data were collected on the degree in which teachers' willing to respect the rule and regulation of the school. the collected responses were analyzed in mean and standard deviation. The result of (M:3.86,SD:0.193) indicated that the degree in which teachers' willing to respect the rule and regulation of the school was medium.

Data were collected on the degree in which teachers' willing to protect the school property. the collected responses were analyzed in mean and standard deviation. The result of (M: 3.72,SD:0.186) revealed that the degree in which teachers' willing to protects the school property was medium.

Data were collected on the degree in which teachers' convincing themselves to work for the achievement of the school objective the collected responses were analyzed in mean and standard deviation. The result of (M:3.37,SD:0.168) showed that the degree in which teachers' convincing themselves to work for the achievement of the school objective was medium.

Data were collected on the collected responses were analyzed in mean and standard deviation.

The result of (M: 4.27,SD:0.213) indicated that the degree in which teachers' ready to participate on the school programs was high.

Data were collected on the degree in which teachers' prepare themselves to help students. the collected responses were analyzed in mean and standard deviation. The result of (M:4.10,SD:0.205) revealed that the degree in which teachers' prepare themselves to help students was high. Data were collected on the degree in which teachers' willing to participate the school activities. the collected responses were analyzed in mean and standard deviation. The result of (M:3.23,SD:0.161) indicated that the degree in which teachers' willing to participate the school activities was medium.

4.3. Correlation analysis

This section includes the analysis of data related to the leadership effectiveness and teachers job satisfaction.. To investigate the relation between the leadership effectiveness and teachers job satisfaction.. Pearson product correlation coefficient was used. The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004).

Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. The variables under the leadership effectiveness that considered were effectiveness in setting goals and visions, effectiveness in leading professional development and effectiveness in relationship with the school community. The variables that considered in the study under job satisfactions of teachers were Teachers` job satisfaction related to work environment, job satisfaction related to school leadership, job satisfaction related to staff members or colleagues, satisfaction related to Opportunity for Promotion, satisfaction related to rule and regulations and satisfaction related to responsibility.

Table 4. 7. Interpretation of the strength of the correlation coefficient

No	Scale	Interpretation
1	0	No relationship
2	0-0.2	Very weak relationship
3	0.2-0.4	Weak relationship
4	0.4-0.6	Moderate relationship
5	0.6-0.8	Strong relationship
6	0.8-1	Very strong relationship

Source: Amin"s (2005)

The interpretation of the result of result the correlation presented in table 4.3.2 below was done based on the scales presented in the above table, 4.3.1.

Table 4. 8.Relation between teacher’s job satisfaction and organizational commitment of government secondary schools of the study area.

Correlations			
		teachers job satisfaction	organizational commitment
teachers job satisfaction	Pearson Correlation	1	.712**
	Sig. (2-tailed)		.000
	N	102	102
organizational commitment	Pearson Correlation	.712**	1
	Sig. (2-tailed)	.000	
	N	102	102

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

Pearson correlation test was conducted to see the degree of relationship between the teachers job satisfaction and organizational commitment of government secondary schools of the study area.. The results of the correlation between these variables are shown in the table above; there is significant correlation between the teachers’ job satisfaction and organizational commitment of government secondary schools of the study area. In other hand, the teachers job satisfaction has a strong relationship with organizational commitment of government secondary schools (r=0.712 with p<0.05).

Table 4. 9.Relation between Demographic variables and organizational commitment of government secondary schools of the study area.

Correlations			
		Demographic variables	organizational commitment
Demographic variables	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	102	102
organizational commitment	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	102	102

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

Pearson correlation test was conducted to see the degree of relationship between Demographic variables and organizational commitment of government secondary schools. The results of the correlation between these variables are shown in the table above; there is significant correlation between the Demographic variables and organizational commitment of government secondary schools. In other hand, the Demographic variables(sex, age, educational level, marital status and working experiences) have a strong relationship with organizational commitment of government secondary schools.(r=0.752 with p<0.05).

The result of qualitative data that obtained through interview question were supported the the result obtained through quantitative data. Fourth interview question was asked to identify that demographic variable gender, Age, marital status, experience in teaching, educational level) associated with teachers' job satisfaction and organizational commitment in the sub city government secondary school. The responses the respondents showed that demographic variable gender, Age, marital status, experience in teaching, educational level) associated with teachers' job satisfaction and organizational commitment. The last interview question was asked to identify the presence of the educational office management plan to raise the job satisfaction of teachers in the secondary schools. The responses of all the principals were similar in that the educational office management plans to rise the job satisfaction of teachers in the secondary schools.

4.4. Discussions

The main objective of the study was to examine the relationship between JS and OC of government secondary school teachers in Arada sub city. Under this part of the study the results that had been obtained through quantitative data collecting approach and qualitative data collecting approach were triangulated to cross-check whether the results that obtained through quantitative data and qualitative data collecting were confirming with each other or not. The results that had been obtained from the quantitative data collecting approach from teachers were similar with the results that had been gained through responses that had been collected from principals. The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers. The findings of current study were similar with findings obtained from the previous study conducted by Zhongshan (2007) and Harris (2006).

CHAPTER FIVE

1. SUMMARY OF THE MAJOR FINDINGS , CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the major findings

The main objective the study was to assess teacher's job satisfaction and organizational commitment of government secondary schools of the study area. Government secondary school teachers in Arada sub city. In the second part of the study closely related assess teachers' job satisfaction and organizational commitment of government secondary schools of the study area to achieve the intended objective of this study descriptive survey research method was used with quantitative and qualitative approaches. Quantitative approach was used in this study for collecting the quantitative data from 201 female students. Stratified Simple random sampling technique was used to select the sample respondents of teachers. Data were collected from sample respondents through five scale likerted close-ended questionnaire. The qualitative data were collected through interview from 4 principals. The collected quantitative data were analyzed in percentages, mean standard deviation and Pearson correlation to analyze the relation between school leadership practice and teachers commitment. The qualitative data that were collected through interview questions were discussed in text explanations. On basis of the analysis made of this study, the conclusions were made and the findings of this study were identified and presented with the research questions side by side as follows.

The first basic research question was asked to identify the level of organizational commitment in Arada Sub-city Government Secondary Schools. The result of this study indicated that the level of organizational commitment in Arada Sub-city Government Secondary Schools was medium. The second basic question asked was to assess the levels of job satisfaction of teachers in Arada Sub-city Government Secondary Schools was medium. The result of this study revealed that the level of job satisfaction of teachers in Arada Sub-city Government Secondary Schools was medium. The third basic research question asked was to identify the presence of significant relation between teacher's job satisfaction and organizational commitment of government secondary schools of the study area. The result of this study revealed the presence of significant relation between teacher's job satisfaction and organizational commitment of government secondary schools of the study area. The last basic question asked was to investigate the relations of demographic variable (gender, Age, marital status, experience in teaching, educational level) with teachers' job satisfaction and organizational commitment in the Arada sub city government secondary schools.

The result of this study had shown that demographic variable gender, Age, marital status, experience in teaching, educational level) were related with teachers' job satisfaction and organizational commitment in the Arada sub city government secondary schools.

5.1. CONCLUSIONS

Based on the findings above conclusions were given. Researcher concluded that there is significant correlation between the teachers' job satisfaction and organizational commitment of government secondary schools of the study area. In other hand, the teacher's job satisfaction has a strong relationship with organizational commitment of government secondary schools

The researcher concluded that; there is significant correlation between the Demographic variables and organizational commitment of government secondary schools. In other hand, the Demographic variables (sex, age, educational level, marital status and working experiences) have a strong relationship with organizational commitment of government secondary schools.

5.2.Recommendation

On the basis of the above findings the following recommendations are given: The level of the job satisfactions of teachers should be improved through government action plan. The job satisfactions of teachers should be achieved through providing incentive from the government to the teachers. The teachers should be committed on their to work effectively in their secondary schools. So that the result and the performance students will be improved.

Demographic variable gender, Age, marital status, experience in teaching, educational level) with teachers' job satisfaction should be consider carefully.

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Appendices

Appendix A: Questionnaires for teachers

Jimma University College of educational and behavioural studies department of educational plan and management

Questionnaire

Dear respected respondents,

I am Dagne Degebasa, a student of MA, the post graduate program at Jimma university. Currently, I have been engaged in my thesis work entitled “*Teacher’s Job Satisfaction and Organizational Commitment at Government Secondary School, A r a d a Sub City*” for Fulfillment of the Requirements for the Award of the Degree of Master of School Leadership.

Thus, this questionnaire is designed to collect relevant information for academic purpose. You are therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The researcher believes that, your response is vital in determining the success of this study. The information supplied by each respondent will be used only for the academic purpose and also kept with utmost confidentiality. There is no need to write your name on any page of the questionnaire.

Thank you in advance for completing this questionnaire

PART ONE

Demographic information:

Please put (X) mark in a given box about your personal information

1. School Name _____

2. Sex: a) Male b) Female

3. Age: a) 20-30 b) 31-40 c) 41-50 d) Above 50 years

4. Marital Status: a) Married b) Unmarried

5. Educational Status: a) Diploma b) First degree c) Master’s degree & above

6. Service years: a) 2-10-year b) 11-20 years c) 21-30 years d) 31-40 years and above

PART TWO

JOB SATISFACTION SURVEY

Dear Participants,

The following 36 statements describe your degree of attachment and loyalty towards the job satisfaction survey you are now employed with. Please respond by indicating the degree to which each of statements applies to you using the following scale. You can indicate your response as there is no right or wrong answer.

Write the number that best indicates to what extent each statement is true or not in parenthesis provided at the end of each statement. The number shows as 1 mean disagree very much, 2 mean disagree moderately, 3 mean disagree slightly, 4 means agree slightly, 5 mean agree moderately and 6 mean agree very much.

Thank very much for your cooperation.

Job satisfaction

No	Please circle the one number for each question that comes closest to reflecting your opinion about it	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1.	I feel there is a fair salary payment for the work I do.	1	2	3	4	5	6
2.	I am satisfied with the existing promotion opportunity in the school.	1	2	3	4	5	6
3.	I feel encouraged by my supervisor to give suggestions and improvements.	1	2	3	4	5	6
4.	I am satisfied with the benefits I receive from the school.	1	2	3	4	5	6
5.	When I do a good job, I receive the recognition for it.	1	2	3	4	5	6

6	Many of school's rules and procedures are obstacles to perform well.	1	2	3	4	5	6
7	There is a developed teamwork /sprit in the school.	1	2	3	4	5	6
8	Sometimes I feel as my job is meaningless.	1	2	3	4	5	6
9	Communication system seems good within this school.	1	2	3	4	5	6
10	Raises are too few compare to demands.	1	2	3	4	5	6
11	Those who do their job well have a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me	1	2	3	4	5	6
13	The benefits I receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is valued.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by	1	2	3	4	5	6
	weak management system.						
16	I have been overloaded to work additional activities at my job due to incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this school are not clear to me or a shared one.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6

22	We have equitable benefit package among us	1	2	3	4	5	6
23	There are few rewards for those who work here	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25.	I enjoy my coworkers	1	2	3	4	5	6
26	I often feel that I do not know what is going on with organization.	1	2	3	4	5	6
27.	I feel a sense of pride in doing my job	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have them.	1	2	3	4	5	6
30	I am happy with my supervisor support.	1	2	3	4	5	6
31	I have too much paper work.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work	1	2	3	4	5	6
35	My job is enjoyable	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Organizational commitment

The following 17 statements describe your degree of attachment and loyalty towards the organization you are now employed with. Please respond by indicating the degree to which each of the statements applies to you using the following scale: There is no right or wrong answer. Write the number that best indicates to what extent each of the statement is true or not true in the parenthesis provided at the end of each statement.

no	Please circle the one number for each question that comes closest to reflecting your opinion about it	Disagree	Disagree	Disagree	Agree slightly	Agree moderately	Agree very much
1	I would be very happy to spend the rest of my career in this organization	1	2	3	4	5	6
2	I enjoy discussing my organization with people outside it	1	2	3	4	5	6
3	I really feel as if this organization's problems are my own	1	2	3	4	5	6
4	I think I could easily become as attached to another organization as I am to this one	1	2	3	4	5	6
5	I do not feel like "a member of the family" at this organization	1	2	3	4	5	6
6	I do not feel "emotionally attached" to this organization	1	2	3	4	5	6
7	This organization has a great deal of personal meaning for me	1	2	3	4	5	6
8	I do not feel a strong sense of belonging to this organization	1	2	3	4	5	6
9	I am not afraid of what might happen if I give up my job at this organization without having another one lined up	1	2	3	4	5	6
10	It would be very hard for me to leave my job at this organization right now even if I wanted to	1	2	3	4	5	6

11	Too much of life would be disrupted if I decided to leave my job at this organization right now	1	2	3	4	5	6
12	It would not be too costly for me to leave my job at this organization in the near future	1	2	3	4	5	6
13	Right now, staying with my job at this organization is a matter of necessity as much as desire	1	2	3	4	5	6
14	I believe I have too few options to consider should I decide to leave my job at this organization	1	2	3	4	5	6
15	One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere	1	2	3	4	5	6
16	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice; another place may not match the overall benefits I have here	1	2	3	4	5	6
17	If I had not already put so much of myself into this organization, I would consider working elsewhere	1	2	3	4	5	6

Appendix B: Interview guide on job satisfaction and organizational commitment
Jimma College of educational and behavioural studies department of educational plan and
management

Interview question for teacher's job satisfaction and relationship with organizational
commitment at government secondary school of Arada sub city

Interview Guide for government secondary school principals

Dear participant,

My name is Dagne Degebasa MA Student in Jimma University. I am now working on my thesis project as part of a requirement to complete my training. I am here to collect data on the teacher's job satisfaction and relationship with organizational commitment on government secondary school in Arada sub city, Addis Ababa. I made choice to conduct data collection in six government secondary school's principals in Arada sub city.

First of all, I would like to thank you for volunteering to take part in this interview. It will take 20- 30 minutes. There are 8 guiding questions for our discussion.

The purpose of this interview is to gather information on your perceptions regarding on the existing relationship between job satisfaction and organizational commitment of teachers in your school. I will read each question one-by-one and let you think about each of them. On the basis of your willingness, our discussion will be audio-taped so as to capture all the points you will raise during our discussion.

I thank you in advance for your willingness and commitment to spend your precious time with me during the interview.

1. Would you please explain your responsibility in this secondary school?
2. What it seems your attachment with the workers in your organization? Probing question (what are the indicators for your response, please explain in detail)
3. How do you explain workers' satisfaction in relation to their work and organizational attachment?
Probe: What are the indicators for your response/explanation?
4. How do you rate the number of workers who left the organization for various reasons? (Say for example during the last 12 months)? What are the main contributing factors for those who decide to leave the organization?
5. Do you feel that there is a great attachment between job satisfaction and organizational commitment? What would be the explanation to your response?
6. People believed that if there is an organizational commitment in the organization, it is possible to proof job satisfaction. What is your reaction to this general opinion? If you agree, why? If you don't agree, why not?
7. As a principal have you ever encountered an employee who explained that he/she is not satisfied by his/her job? Why did he/she state that there was no satisfaction?
8. Do you have any other point relevant to my study that you want to tell m

