TEACHERS JOB SATISFACTION AND WORK COMMITMENT IN

SECONDARY SCHOOLS OF GOMMA WOREDA, JIMMA ZONE

JIMMA UNIVERSITY
COLLEGE OFEDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING ANDMANAGEMENT

BY:-DIRRIBUU TASSEW KEBA

MAIN-ADVISOR: MITIKU BEKELE (PH.D)

CO- ADVISOR: FEDILU ABBAGUMMUL (MA)a

November, 2022

JIMMA, ETHIOPIA

JIMMA UNIVERSITY

TEACHERS JOB SATISFACTION AND WORK COMMITMENT IN SECONDARY SCHOOLS OF GOMMA WOREDA, JIMMA ZONE

A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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

BY:-DIRRIBUU TASSEW KEBA

MAIN-ADVISOR: MITIKU BEKELE (PH.D)

CO- ADVISOR: FEDILU ABBAGUMMUL (MA)

November, 2022

JIMMA, ETHIOPIA

LETTER OF APPROVAL

This is to certify that the thesis prepared by DirribuTassewKeba entitled "Teachers Job Satisfaction and Work Commitment in Secondary Schools of GommaWoreda, Jimma Zone" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

_____   _____   _____

Department Head Name   **Signature**   **Date**

_____   _____   _____

Advisor Name   **Signature**   **Date**

_____   _____   _____

Internal Examiner Name   **Signature**   **Date**

_____   _____   _____

External Examiner Name   **Signature**   **Date**

Declaration

I under declare that, this thesis is my original work under the guidance of main-advisor MitikuBekele (PH.D) and co-advisor FediluAbbagummul (MA)and has not been presented for the award of any degree in any other university and that all source or materials used for the thesis have been dully acknowledged. This thesis entitled as "Teachers Job Satisfaction and Work Commitment in Secondary Schools of GommaWoreda, Jimma Zone "is approved as the original work of DirribuTassew.

Name of student: _____Signature_____Date _____

Name of main advisor _____ Signature_____Date_____

Name of Co- advisor _____ Signature_____ Date_____

ACKNOWLEDGEMENTS

Table of Contents

List of tables

Abstract

The purpose of the study was to investigate relations of teachers' job satisfactions and work commitment in selected general secondary schools of Jimma Zone. To accomplish this purpose, the study employed a concurrent nested research design. A total of 86 individuals have participated in the study of which 75 teachers participated in survey were included through census and principal, vice principal and supervisors totally 11 respondents participated in interview. Questionnaire and interview were the main instruments of data collection. The analysis of the quantitative data was carried out by using percent, mean, standard deviation and Pearson product correlation coefficient. Pearson product correlation coefficient results revealed that there is a significant and positive relationship between teachers' job satisfaction and work commitment (r = .974**, N = 68). Higher levels of teachers' job satisfaction were associated with higher levels commitment in the study area. As the mean and standard deviation revealed that both internal and external source of job satisfaction were low. The practices of affective, continuance, and normative commitment in the study area are not satisfactory. Based on the findings, it is recommended that secondary schools, Woreda education and Zone education Department facilitate promotion opportunity, provide recognition, improve working conditions, provide effective supervision and improve school policy. Ministry of Education in general and Oromia Education bureau are better to work on making teachers income attractive and affordable for improving their personal life.

CHAPTER ONE

INTRODUCTION

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

1.1. Background of the Study

Employees who have level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott 2004).Commitment is defined as a high level of attachment to an organization (cross well, 2006). Commitment refers to an individual's attraction and attachment to the work and the organization (Shukla, 2014). It refers to the socio- psychological bonding of an individual to his group or organization, its goals and values or occupation and work. Commitment is one's attitude including affect, belief, and behavioral intention toward his/ her work (chohn, 2003).

Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Allen and Best (1994), suggested that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In learns of the motivational perspective, organizational commitment is a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (miller and Lee 2001).

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

Areas of teacher's commitment are, to the learners, to society, to work, to staining excellence for work actions, and to basic values of school. Commitment to the learner-children needs theater who understands them and their needs with sensitivity (cross well,

2006). They need to be looking after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities.

Commitments to the society- the school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take in that perspective (Shukla, 2014). Commitment to the work teachers are entrusts by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed work should adopt about the effective learning.

Commitment to the attaining excellence for work actions- teachers who continue their search for becoming to the better human beings and better teachers are follows their example by the learners (Cross well, 2006). Commitment to basic values- every community expects the teachers to follow a value- based approach in their personal life to become role models for the future generation. This can happen only when teacher's job satisfied (Shukla, 2014).

Job satisfaction   is one of the most important and heavily researched areas of inquiry in the field of industrial-organizational psychology. Different authors have different approaches towards defining job satisfaction. The most commonly mention definitions on job satisfaction. Job satisfaction is a most interesting field for many researcher to study secondary school teachers' response to the job viewed either in its entirety (global satisfaction) or with regarded to particular aspects (facet satisfaction),i.e. pay, supervision etc(Suma,&Lesha, 2013).

According to Shukla (2014), job satisfaction is any combination of psychological physiological and environmental circumstances that causes a person truthfully to say, I am satisfied with my job. Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience, Robbins, (2009) defining job satisfaction as a collection of feelings an individual holds towards her or her job.

A person who is dissatisfied with his or her job holds negative feelings towards it. People also can have attitudes about various aspects of their jobs such as the kind of work they do their coworkers, supervisors or subordinates and their pay (George, and Base Horst,2008). Employees operate at different levels of job satisfaction. Job satisfaction is a complex

variable and it is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma &Jyoti, 2009).

According to Honeying (2008), teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and work. It signifies the extent to which teachers are happy with their jobs and the different aspects, Au and Ho (2006), in (Mangiest, 2012) with regard to teacher job satisfaction it is a function of the perceived between what one wants from teaching, and what one perceives teaching is offering to a teacher, Zembylas, and Papanstasiou, (2006), viewed as teachers job satisfaction as a function of the perceived relation between what one wants from teaching and what one perceives teaching is offering to a teacher.

It means that teachers were happy, devoted and committed, and it helps them to bring their best qualities to their schools, so that students, parents and the society may benefit from their services (Ofcegbu, 2004). Accordingly, Shann (2001) describes that teacher job satisfaction is shows to be a predictor of teacher retention, determinates of teacher commitment, and in turn a contributor to school effectiveness. Shann (1998) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness.

Teachers are the most important resource in the school. They are key figures for any changes (e.g. educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers' Jyoti& Sharma, (2009). High teacher morale, relevant subject knowledge, and the teacher' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007). Related to this Majassn (1995), defined a teacher as one who teaches especially with young ones, builds up, instructs, trains and guides them for healthy growth and stable adult life.

Teachers' job goes beyond teaching into molding young lives, guiding young, motivating students and general character training. A teacher can be view as one whose profession includes teaching, instructing, impacting knowledge and innovations and guiding learners to pass through the learning process. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction teachers facilitate learning in students in the classroom (ofoegbu, 2004).

To realize this, one of the important keys to providing education in the schools is teachers. Hence, teachers' play the most decisive position in influencing social and economic development of the students. They expected to devote themselves working, with providing knowledge, skill and attitude satisfaction from the job is necessary for full devotion and commitment of teachers towards the work. Therefore, this study attempts to adders the relationship between job satisfaction and work commitment in Jimma Zone secondary schools and to suggest strategies to minimize dissatisfaction and increase commitment of teachers by investigating the factors, analyzing the issues, offered conclusions and provided specific recommendations.

1.2. Statement of the Problem

It is obvious that the purpose of any educational system is the preparations of skillful citizen's that help for political, social and economic development of the country. These were accomplished when the components of the educational systems are in good conditions. Among several components of the educational system viable, functional and productive maintenance of satisfied, committed and motivated teaching force in the system is crucial. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage is happened to the skilled man Power supply (Naylor, 1999). Green (2000) has proposed three theoretical frame works to understand the job satisfaction at the work Place: content or needs theories, process theories, and situational models of job satisfaction.

All of these frame works may be useful to a greater or lesser extent to understand the job satisfaction of teachers. To achieve higher level of teachers job satisfaction; efforts were made to get beyond attractive working conditions and to foster among teachers for fulfillment of those needs associated with the work itself, such as recognition, responsibility and achievement.

According to Luthans (1998), if people work in a clean, friendly environment they were find it easier to come to work. If the opposite happen, they find it difficult to accomplish tasks. When needs are not fulfilled an individual may be affected psychologically, morally and economically. In relation to this idea, the social context of work is also likely to have a significant impact on a worker's attitude and behavior (Marks, 1994). If teachers' moral is diversely affected, it is not be easy to expect optimum devotion in their profession. As West and Belington (2001:103) stated, teachers are the most important resources available within

the school, therefore, the pattern of and support for teachers" development was the most important determinant of the schools efficiently.

There are ample international and local researches conducted in the areas teachers' job satisfaction. These studies come up with different findings. Some argue that teachers are satisfied with their job while others say the opposite. For instance, the result of a survey done in Botswana by Monyatsi (2012) indicates, "Teachers are generally satisfied with their jobs". A research done on secondary school teachers in Taiwan reveals those teachers of the target area was satisfied with their Job (Abdullah et.al, 2009).They conducted the study by comparing subjects with some variables: gender, qualification, level and age. In their conclusion:

> *...the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger Counter parts.*

Beside these other findings reveals that teachers are satisfied in their job with regard to some aspect and dissatisfied with respect to a few aspects. Concerning this, Rawat and Singh (2010) say, "*Most of the teachers are satisfied with the behavior of their principal and other colleagues but, majority of teachers*" was deprived from basic facilities". As far local studies are concerned, a few were conducted in relation to teachers" job satisfaction.

Gedefaw (2012) found that teachers were significantly dissatisfied with most aspects of their work. The area of dissatisfaction teachers work factors includes salary, poor benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities, and the poor relationships teachers have with the principals and the parents.

However, there is a dearth of literature in our country context which focused on the status of teachers' satisfaction on their job after the government increased teachers' salary and its implication on their commitment on their job. Additionally as an experienced teacher in the study area for about a decade, the researcher has heard some complaints that made teachers dissatisfied with their job. However, these factors did not revealed by an international and local studies mentioned above. These include of residences difficult, transfer access problem

and other related factors. This strikes a question to the researchers mind and inspired me to answer whether teachers' job satisfaction differs from place to place.

Additionally, teachers' job satisfaction status was not comprehensively studied both from internal factors and external factors affecting satisfaction on the job. Therefore, this gap made the researcher to conduct the current study in the target area, Jimma Zone.

So, how does the influence of teachers' job Satisfaction related with commitment in GommaWoreda secondary school? To adders this purposes, the following research questions have been raised:-

1. To what extent secondary school teachers in the GommaWoreda are satisfied with in their Job?
2. To what extent the secondary school teachers in the GommaWoreda are professionally committed to their Job?
3. Is there significant relationship between Job satisfactions and work commitment in secondary schools' teachers in GommaWoreda?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study was to assess the factors that influence job satisfaction and work commitment and determine the level relationship between job satisfaction and work commitment in secondary school teachers in GommaWoreda of Jimma Zone.

1.3.2. Specific Objective

The specific objectives guiding this study were the following:
➢ To investigate the level of teachers' job satisfaction in GommaWoreda secondary schools.
➢ To investigate the level of teachers' work commitment in GommaWoreda secondary schools.
➢ To identify whether teachers' job satisfaction has significant relationship with commitment of in GommaWoreda secondary schools.

1.4. Significance of the study

The study is useful to improve on job satisfaction and work commitment of secondary schoolteachers in the GommaWoreda. By conducting this study identifying the relationship between teachers job satisfaction and commitment in the secondary school in GommaWoredacan provide information on which action or measure to taken to promote teacher job satisfaction and their commitment. Thus the research might:-

➢ Helps to create awareness for education managers and those who are working at different levels of educational Organization starting from schools through woreda education office to Ministry of Education about the factors that affecting teacher job satisfaction and work commitment and take actions on it.

➢ It can serve as input to enhance the teaching and learning process through improving teacher's job satisfaction and commitment by using finding of this study. The finding from this research study will assist similar schools in other woredas and elsewhere, in particular in Jimma zone.

➢ It can serve as a literature for study focusing on assessing teachers' job satisfaction and commitments on work by showing an existing gap.

1.5. Delimitation of the study

The study was delimited in scope both geographically and conceptually. Geographically, the study was conducted in the five secondary schools in GommaWoredaJimma Zone Oromia Regional State to make the more manageable. This study was also delimited only to governmental schools.

This study conceptually focuses on teachers" job satisfaction and commitment with particular emphases on identifying internal factors such as job, professional development, recognition, achievement, and responsibility and external factors such as promotion opportunity, organizational policy and administration, supervision, teachers" income, work relationship, and working condition factors that affect teachers" job satisfaction and teachers" commitment such as affective, continuance, and normative commitment.

1.6. Limitation of The study

The result of this study interpreted with having the following limitation in mind. This study conducted only in one woreda secondary schools consequently; the results of this study include to all secondary school teachers in the parts of the country. It also limited on variable teachers job satisfaction and work commitment in secondary schools of GommaWoredas. Finally, other limitation of the study will be the data collected from teachers by only questionnaire it is difficult to understand the filing and how much deeply satisfied or committed on the job.

1.7. Operational Definition of Terms

- **Job satisfaction:** Job satisfaction is a person's affective relation to his or her working role.
- *Teachers' job satisfaction*: The term job satisfactions refer to the attitude and feelings teachers" have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Armstrong. M. 2006).
- *Teacher commitment:* is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values (Meyer,J.P and Allen, N.J.1997)
- *External factor of job satisfaction*: originate from the individual's environment such as promotion opportunity, organizational policy and administration, supervision, income workrelationship and work conditions; they are associated with job content (Herzberg, F., Maunseretal 1959).
- *Internal factor of job satisfaction*: are factors related with job context or what people actually doing their work such as achievement, recognition, work itself, responsibility and advancement (Herzberg, F., Maunser et al 1959).
- **Secondary schools:** secondary schools that included from grade 9-12(1st and 2nd cycles).
- **Principal:** the principal is the one who is the Head of the school, the educational leader who has most opportunity to exercise leadership in a school.

- **Administrative support:** promoting project interests through verbal statements providing clarity, consistency, and steadiness to participants, defining project goal and activities, and providing resources and other things or value for projects.
- **Collegiality:** an appreciation for relationships with one's colleagues
- Working conditions: factors affecting the work environment in which an individual carries out his/her duties, including: operating conditions; coworkers; physical plant; organizational climate and structure; communication; nature of work and supervision

1.8. Organization of the Study

The study is organized under five chapters. The first chapter is introductory chapter which illustrate background of the study, statement of the problem, objectives, delimitation, significance and limitation of the study. Under chapter two reviewed relevant literature is discussed and organized under different theme. The third chapter illustrates the detailed methodology used during investigation such as research design, population, sample size and sampling techniques, sources of data, data collection instruments, data analysis techniques and ethical issue followed during conducting research. Under chapter four data gathered is presented, interpreted and analyzed including demographic characteristics of the respondents. In chapter five summaries, conclusion and recommendation is presented. Finally, references and appendices are also included.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

In this chapter, the literature related to job satisfaction and work commitment is presented to get a better understanding of the concepts of job satisfaction, importance of job satisfaction, and teachers commitment which are relevant for this study, and which is expiation in the following sections, are Maslow's Hierarchy of needs theories, Theories, Herzberg's two factor theory, the expectancy theory, and Adam's equity theory.

2.1. Concepts of Job Satisfaction

The different authors have different approaches towards defining job satisfaction. Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Robbins (2009) defining job satisfaction as a collection of feelings an individual holds towards his or her job, a person with a high level of job satisfaction holds positive feelings tow wards, the job while a person who is dissatisfied with his or her job holds negative feelings toward it.

People also can have attitude about various aspects of their jobs such as the kind of work they do, their coworkers' supervisors or subordinates and their pay (George, hand Badenhors, 2008). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Job satisfaction is a complex variable and it is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharm&Jyoti, 2009). Finally, as the researchers view there is still no general agreement regarding what job satisfaction is satisfaction from the job is necessary for full devotion and commitment of teachers towards the work.

2.2. Job Satisfaction and Educational Implication

Green (2000), in his review, concluded that there are three theoretical frameworks of job satisfaction, namely content or needs theories, process theories, and situational models of job satisfaction. The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction).

According to Amos, Pearson, Ristaw, and Ristaw (2008:175), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. Needs theorists attempt to stipulate particular needs that must be satisfied or the values that must be attained for an individual to be satisfied with his or her job.

The process theories (Adams, 1965; Vroom, 1964) explain the processes of how behavior is initiated, directed, sustained and stopped (Amos, et al., 2008). The process theories emphasis the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individuals" perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, and Quarstein, 1992; Durick&Glisson, 1988), assume that the interaction of variables such as job characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy and Miskel, 1996).

According to Glassman, et al. (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations try to evaluate the situational characteristics (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational occurrences come into play after the individuals have accepted the job.

The situational occurrences can be positive or negative (Glassman, et al., 1992). Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman, et al. (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the

theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone.

2.2.1. Maslow's Hierarchy of Needs Theories

Abraham Maslow (1954) a well known figure in the area of psychology and psychologist by profession believes that in the quest to fulfill the needs, individuals behaves and exhibit in a certain manner .Human gets satisfaction only when their needs is fulfilled. His theory has three assumptions i.e. human needs never ends, when one needs is fulfilled, the next hierarch of needs to be fulfilled as soon as to be satisfied and lastly human needs can be divided in to various level depending the importance as and when the lastly level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction. According to Schermerhon et al. (2004), Abraham H. Maslow"s hierarchical model of human needs can be used to identify the factors affecting job satisfaction. The hierarchy of needs identifies five distinct levels of individual needs. These include physiological, safety, social, esteem and self-actualization needs.

The physiological needs are the lowest level of needs that must be satisfied to survive physically they are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005). Steyn, (2002). For Maslow in order for a teacher to be concerned about the higher order needs or to be self – actualized as a teacher, his/her basic needs must be satisfied fairly well when the basic needs are reasonably well satisfied then this satisfaction will have the power to activate the needs at the next level. According to Maslow's theory people would first want to have these needs fulfilled before they move on to the next level of needs.

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

Social needs in the school setting these are manifested in the teachers need for belonging and affiliation, and include work friendships, good interpersonal relations with colleagues,

students and principals, acceptance by others and affable supervision by the principals. If teachers experience a sense of belonging at their schools, then this will result in fulfilling their social needs (Boeu, 2010). When the teachers participate in the schools activities and are involved in the decision- making processes, this creates a sense of belonging. Then communication between and among teachers, the principal and the students will be effective and the teachers will have a propensity to produce good quality result (Boey, 2010).

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

The self- actualization needs are at the top of the hierarchy, any refer to the need for development and the realization of one's full potential. Maslow (boy, 2010), the individual (e.g. the Ethiopian teacher), who is not self- actualizing will be restless, frustrated and discontented. At this level, the individual strives for truth, beauty, justice individuality, meaningfulness, and perfection (Amos. et al, 2008).Maslow"s need hierarchy illustrates Maslow"s conception of people satisfying their needs in a specified order from bottom to top that is people are motivated to satisfy the lower needs before they try to satisfy the higher needs. Once a need is satisfied it is no longer a powerful motivator. It is only after the physiological and safety needs are reasonably satisfied do the higher level needs: social, esteem, and self-actualization become dominant concern (Bateman and Snell, 2009).

Schermerhon et al., (2004) added that, Maslow assumes that some needs are more important than others and must be satisfied before other needs. The theory states that individuals experience a hierarchy of needs, from lower level to higher level of psychological needs. One has to satisfy the current needs before going to the next level of needs. For example, physiological needs must be satisfied before safety needs can be attended to.

Thus the theory assumes that the fulfillment of each need level suggest satisfaction. Using Maslow's theory managers can motivate and ensure job satisfaction in their employees by making sure that each individual need level is satisfied. Satisfaction of such needs can be done through offering suitable rewards. For example, managers can satisfy employee's physiological needs through provision of accommodation and a staff canteen. Similarly, employee security needs can be satisfied through ensuring that employees are given salaries, retirement annuity and medical benefits. For social needs managers can ensure employees" job satisfaction by encouraging social interaction amongst employees. Managers can design challenging jobs, delegate responsibility and encourage participation in decision making in order to satisfy employees" esteem needs.

The needs for self-actualization can be satisfied through the provision of executive training, provision of challenges and encouraging creativity. Managers can also maintain job satisfaction in their employees by making sure that a satisfied need is continually met. Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self-actualizations needs (Robinson, 2004).According to the researcher's view from the theory, the general idea of Maslow's theory is dealing with satisfying the endless wants of teachers" by providing appropriate treatments in different ways.

2.2.2. Herzberg Two- Factor Theory

Herzberg"s (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles. According to Hewstone and Stroebe (2001) Herzberg"s two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors while dissatisfaction is influenced by hygiene factors.

Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition and, work itself, responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two- factor theory hygiene factors are the non

task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus(Naylor 1999). In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better.Yeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person.

Herzberg‟s two-factor theory has been linked to that of Maslow‟s hierarchy of needs theory. The theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, & Mau, 2008). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself-if the work is interesting (Amos, et al., 2008).

The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008).In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti& Sharma, 2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as work itself, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the

intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008; Bogler, 2001; Ellsworth, et al., 2008). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).With regard to teachers, a teacher who feels that his or her salary is not sufficient, but improving the salary may not necessarily lead to job satisfaction.

Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005).Mitchell (2001) contends that Herzberg's theory has made important contributions to motivation theory. They further state that Herzberg's theory extends Maslow's ideas and made them more applicable in the workplace. The theory focused its attention on the importance of job centered factors in the motivation of employees. Furthermore, Mitchell (2001) contends that Herzberg's theory gave rise to an increasing interest in job enrichment and restructuring of work.

2.2.3. Expectancy Theory

The Expectancy Theory was first formulated by Vroom (1964) (Armstrong, 2006; Mullins, 2005; The Certified Accountant, 2008:49). This Theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008). From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. They then think about what they have to do to be rewarded, and how much the reward means to them, before they do the job (Aswathappa, 2005).

According to the expectancy theory, effort arises from performance, motivation, and outcomes. The theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcome associated with job performance (Vroom1964).Making a greater effort will improve job performance .A high level of performance, in turn, will bring a good reward (outcome).

When the three variables (effort, performance, and outcome) are high we expect the motivation and satisfaction to be high. However, effort alone will not necessarily lead to a high performance, however, other variables that prevent a great performance like an individual's personality, knowledge, skill ability, and experience or the supervisor's perception. Individuals who are under qualified or who skills and experience will not be effective in their performance, simply by making a greater effort. Vroom's Expectancy theory is referred the valence or the valence instrumentality- Expectancy (VIE) theory, Expectancy is the degree of certainty people have that the choice of a particular alternative act based on the maximization of desirable outcomes.

It is the strength of a person's belief about whether or not a particular job performance is stainable. This relationship is express in terms of probabilities. A value of zero indicates that the proclivity that an action will be follow by an outcome is null, which means that action and outcome are not related a value of one indicate that the probability that action will be follow by an outcome is high, showing that action and outcome have high relationships.

Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (opportunities to learn and to develop skills, decent pay the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003). Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance.

In the school setting of a reward (intrinsic and / or extrinsic) is encouraging the teachers will probably make more of an effort for improved performance. The opposite is also true. Instrumentality is the belief that is the individuals do one thing, then it will lead to another (Armstrong, 2006) .It is an outcome relationship it is a belief of the probability of the first outcome, excellent job performance attaining the second reward outcome (Almost et al, 2008). Instrumentality is an individual's conviction that his/her performance will result in the desired outcomes.

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

performance), which is followed by a reward or outcome that is valued (valence), making the effort expended worthwhile.

2.2.4. Adam's Equity theory

Adams(1963) equity theory explain that individuals has a tendency to compare and contrast between the input the output of the job ,which means that they compare the work load they shouldered and the number of hours they work with the salary benefits ,bonus and other they received when the ratio between the input and the output are not equal, humans or the individual tends to be dissatisfied and gives way towards job dissatisfaction .In principle individuals tend to compare among the follow mates whom they feel are of the some category and on the other hand they experience job satisfaction when the ratio between the input and the output equal and if gives an avenues motivation for the workers or the individual to raise the level of input for better output or maintain the consistence of the job.

Adams suggest that individuals form perceptions of fair balance by comporting their own situation with that of other referents (reference points or examples, or relevant others) in the workplace (okpara, 2006). The referent may be a co- worker, relative, neighbor, group of co-workers, or other work. The individuals are compare the inputs they bring to the job in the form of skills, training education, work experience, time and effort with the outcomes the receive in the form of pay, firings benefits, status, opportunities for advancement, promotions, prestige, and anything lease that the workers desire. An organization, receive from as compared to relevant other employees in the organization (Green, 2000). In puts according to miner (2005).Include intelligence, health, job effort and training. Outcomes include pay, intrinsic rewards, satisfying supervision. Seniority benefits and Herzberg's dissatisfies.

It people feel that their rewards-to contributions. Ragtops are fair, and then according to the equity theory, they are happy, and experience job satisfaction. They are the motivated to continue to maintain their current contributions. They also raise their contributions if they want their rewards to increase. However, if employees feel that their reward- to contribution ratio is not equal to that of others, and that they are not fairly treated, they develop a sense of job dissatisfaction (Green, 2000). Based on the equity theory, when employees perceive inequity, their behavioral responses to their feelings of dissatisfaction may include the following:-

In the employment context, an employee may increase or decrease the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this without pay, to align this with the reference source ratios. Complaining about the compensation package, or lodging a grievance (Amos, etal, 2008).

An employee may try to find a new situation with a more favorable balance through absenteeism, request for a transfer, resigning from a job, or from the organization altogether (Mullins, 2005).Changing the references (relevant other) with whom the comparisons is made (Mullins, 2005).Justifying the rationalizing the inequity of inputs and putouts (Amos et al. 2008) Taking action against other (s) persuading the referent (s) take on a greater workload (Amos, et al 2008).

The teachers' low salaries are a frequently mentioned issue by the community and the teachers themselves. Their pay not viewed as comparable to that of other work groups. Many families and friends view teaching as a low income job because teachers are paid less compared to other government and private employees according to VSO (2008). This may lead to job dissatisfaction. According to the equity theory, a fair balance serves to ensure satisfied and motivated teachers (lobule, 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).

The following are the main criticisms, which may be label against the equity theory:- Everyone will not appreciate and accept the concept of fairness in equal measures (Aswathappa, 2005). It is more applicable to those individuals who are morally mature, are in a democratic society, and are religious. The principle behind the equity theory is, place the right people in the right job .The theory is difficult to put into practice (Miner, 2005). There are no well- established procedures that directly link theory into practice.

The theory describes the reaction of individuals to feelings of inequity, but it fails to recognize differences in how individuals react to situations involving equity (Shore, 2004). Despite the criticisms labeled against the equity theory, research indicates that the theory enjoys considerable support (Miner, 2005).

2.3. Importance of Job Satisfaction

Job satisfaction is one of the most important workplace attitudes of employees and origination. Reflecting the congruence between what employees wants from their jobs and

what employees feel they receive (Wright and Kim 2004), it is an emotional state that results from the appraisal of one's job experience. Thus, job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism (Harrison et al. 2006; Wright and Davis 2003; Wright and Kim 2004). Moreover, job satisfaction is an important element of employees" mental health and overall wellbeing.

The impact of job satisfaction on happiness and well-being is undeniable. As Smith (2007) argued a job is not only a main source of income, but also an important life domain in other ways. "Work occupies a large part of each worker's day, is one's main source of social standing, helps to define who a person is, and affects one's health both physically and mentally.

Because of work's central role in many people's lives, satisfaction with one's job is an important component in overall well-being". Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

2.4. Teachers' commitment

Commitment is define as a high level of attachment to an organization (cross well, 2006). Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment identification and loyalty to the organization as an object of commitment (morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial.

In terms of the motivational perspective, organizational commitment I a state of being in which organizational members bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee2001). Pareek (2004) defined organizational commitment as a personal feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational

commitment is a bond the employee has with his/her organization a three component model proposed by Meyer and Allen (1991) has implication for the continuing participation of the individual in the organization. The three components are affective commitment, continuance commitment, and normative commitment.

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

Affective work commitment in education to refers teacher's emotional connation to identification and participation in teaching work. Its objectives in regard to motivation of the teacher to identify with and the aspiration not to drop the work for self- interest, desires compliance to teach altruistically and contribute to the success of the teaching work, and willingness to make special sacrifice do further than regular potential and to tolerate challenging situation (Bagraim, 2003; ware & kitsantas,2007).

Continuance commitment is refers to an awareness of the costs associated with leaving the organization. Employees who primary like to the organization based on continuance commitment remain because the need to do so. Continuance commitment regarded as an instrumental attachment to the organization, where the individual's satisfaction (Beck & Wilson, 200). Continuance commitment in education refers to commitment based on the benefits and costs that related to stay in the work (Nazari&Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching work because of lack of alternative or possible disruptions resulting from leaving their jobs (Ware &kitsantas, 2007). It is the economic compulsions that make the work stay with commitment remain within the teaching work because leaving the work has high cost for them.

Normative commitment is reflects a feeling of obligation to continue employment. Employees with a high degree or level of satisfy that feel that they ought to remain

committed with the organization (Meyer and Allen (1997). Internalized normative beliefs of dirty and obligation to make individuals obliged to sustain membership in the organization (Allen & Meyer, 1990). Normative work commitment in education refers to the feeling of moral responsibility of people to stay in the work (Allen& Meyer, 1993; Bagraim, 2003; ware &kitsantas, 2007). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to school. Cohen (2003) saw it as one's attitude, which includes affect, belief and behavioral intonation toward one's work several variables can determine the level of satisfaction to teacher's commitment to school. This indicates as interaction between teachers, relationship between teacher and students, the quality of work done by the teachers and the working environment.

Areas of commitment to the learner- children need teacher who understands them and their needs with sensitivity; they need to be looking after by teachers who understand their instincts learning needs and tendencies along with their capacities and abilities.

Commitment to the society- the school and community has symbolic relation between them. Teachers need is to orient community towards the importance in education as a lifelong process and motivate them to take it in that perspective.

Commitment to the work- teachers are entrusts by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning.

2.5. Factors for Job Satisfaction

Job satisfaction is a multidimensional phenomenon and it is therefore argued that different scholars identify different job satisfaction factors.

According to Ellickson& Logsdon, (2001), having sufficient work tools, capitals, and teaching opportunities and a reasonable workload all considerably affect a workers job satisfaction. Other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy and support, salary, promotion and progress (Shah&Jalees, 2004). Luthans (2005) stated that, work, pay, promotion, supervision and coworkers as the major determinants of job satisfaction.

Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect (Tell etal, 2007). According to Kreitner&Kinicki

(1998), there are five predominant models of job satisfaction which specify its causes. These are need fulfillment, discrepancy, value attainment, equity and trait / genetic components, which will be briefly reviewed:

Need Fulfillment: Kreitner&Kinicki (1998) suggests that satisfaction is determined by the extent to which the characteristics of a job allow an employee to fulfill his or her needs.

Discrepancy: satisfaction is a result of met expectations. Met expectation is the difference between what a person expects to receive from the job, such as pay and promotional opportunities and what he or she actually receives (Kreitner&Kinicki, 1998). It is noted further that when expectations are greater than what is received, an employee will be dissatisfied. Theories that focus on employees 'needs and values include Maslow"s hierarchy of needs theory, ERG theory, Two-factor theory and McClelland"s needs theory (Aamodt, 2004; Robbins, et al., 2003).

Value Attainment; "It is the extent to which a job allows fulfillment of one's work values" (Kreitner&Kinicki, 1998). Locke (1976) as quoted by Cooper & Locke (2000) argued that "individual's values would determine what satisfied them on the job." Employees in organizations hold different values systems, therefore based on this theory, their satisfaction levels will also differ. Furthermore, this theory predicts that "discrepancies between what is desired and received are dissatisfying only if the job facet is important to the individual" (Anderson, Ones, Sinangil, &Viswesvaran, 2001).

Equity: This theory proposes that the level of job satisfaction experienced by individuals is related to how fairly they perceive that they are being treated in comparison to others. Employees who find themselves in inequitable situations will experience dissatisfaction and emotional tension that they will be motivated to reduce (Spector, 2000).

Trait / Genetic Components: it tries to explain why certain co-workers appear to be satisfied across a variety of job circumstances and why others always seem dissatisfied.

2.6.   Factors Influencing Teachers' Job Satisfaction

According to Buitendach& De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors.The extrinsic factors include aspects such as pay, promotion

opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999). It is noted that extrinsic and intrinsic factors often work together to influence job satisfaction (Spector, 1997).

2.6.1. Extrinsic Factors of Job Satisfaction

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors will be discussed, namely: organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security, statues and the issue of fairness.

Organizational Policy and Administration- organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell&Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Salary- is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma &Bajpai, 2011). In addition incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja&Shukla, 2007). Incentives are useful mechanisms to induce positive attitude and motivate employees. Robins et al. (2003) define pay as the amount of compensation received for a specific job. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

Promotion Opportunities: Kreitner&Kinicki (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees.

However, Cockcroft (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion.

Not all employees wish to be promoted. Therefore individual standards for promotion depend primarily on the employee's personal and career aspirations. It is also possible that individuals might perceive the promotion policy of an organization to be unfair, but since they have no desire to be promoted, they might still be satisfied (Cockroft, 2001).

Supervision: is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. The supervisor's ability to provide emotional, technical support and guidance with work related tasks forms a pivotal role relating to job satisfaction (Robbins et al., 2003). Supervisors with high relationship behavior strongly impact on job satisfaction (Graham&Messner, 1998).

Work Relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent &Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration.

Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment.

In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009). Having friendly and supportive colleagues lead to increased job satisfaction because of the work with group serves as a source of support, comfort, advice and assistance to the individual worker.

Individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction (Oshagbemi, 2001).

Working Conditions: working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment.

Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees" knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002). Working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

Fairness: One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004). Robbins (2005) adds, states that distributive fairness is perceived fairness of the actual decisions made in an organization. This implies that when employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs.

Job security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security.

Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

Status- as free dictionary defines status is the position of an individual in relation to another or others, especially in regard to social or professional standing. It is the signs, symbols or all that goes with holding a position within the organization.

2.6.2. Intrinsic Factors of Job Satisfaction

Intrinsic factors is related to „psychological" rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007).

Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Those intrinsic factors were derived from:

Achievement: This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.

Recognition: In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees" efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja&Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

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

Responsibility: means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision. This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Advancement: The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation.

Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF). Therefore, intrinsic motivation increases the individuals" job satisfaction as well as the organization bargaining power.

Growth and Development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed&Asghar, 2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006).

In addition, staff development refers to the development of supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001).Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed and Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee.

Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with description of the study area and physical setting, research design, source of data, population of the study using census, instruments and procedure of data collection, and method of data analysis.

3.1. Description of the study area

This study was conducted in Oromia Region Jimma Zone GommaWoreda, in all government secondary schools namely Gembe, Choche Kata Muduka, Bashasha, LimuShayi and Chemi_Chego.Theworeda has 5 secondary schools with 75 teachers, 5 schools principal, 5 Vic-principal and 1 supervisor. Conceptually, the study was delimited to the relationship between teacher's job satisfaction and work commitment in Jimma Zone GommaWoreda.

3.2. Research Design

Mixed research approaches; especially concurrent nested type of mixed approaches was employed to conduct the study. Conceptually, a concurrent nested approach can give priority to one of the methods while another is embedded strategy (Creswell, 2002). Thus, in this research the quantitative approaches embed the qualitative one to describe the current practices of teachers" job satisfaction and their commitment in the study area.

The rationale for using multiple approaches to conduct this study is to capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It is also "practical" in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2002). Therefore, this concurrent nested approach is more convenient to get in-depth data on the teachers" job satisfaction and commitment in secondary school of Jimma Zone GommaWoreda.

3.3. Research Method

Method is a style of conducting a research work, which is determined by the nature of the problem. Thus, both quantitative and qualitative methods were employed to investigate the level of teachers' job satisfaction and their commitment in secondary schools of Jimma Zone GomaWoreda

3.4. Sources of Data

The sources of data in this study were both primary and secondary sources. Primary data was obtained from teachers, principals, vice-principals and supervisors. Because, these responsible bodies who are currently leading the teaching learning operations can reflect teachers' job satisfaction and their commitment conditions from their practical experiences rather than other bodies. Whereas information was also collected from document review of statistical record and written as a sources of information from secondary sources.

3.5. Sample size and sampling techniques

The population for the study were teachers, school principals, vice-principals, and, supervisors of secondary school of the sample woreda. In GommaWoreda there are 5 secondary schools. All of the namely: -Gembe, ChocheKeta, Muduga, Limu Shay, Bashasha, and ChemiChegosecondary schools were selected using census technique. The technique is effective when total populations of the study are manageable. In the secondary schools there are 75(100%) teachers and of them were included in the study using census.

Besides, 5(100%) principals,5(100%) vice principals of schools and 1(100%) school supervisors of sampled secondary schools were included in the study using census. The assumption behind that is the entire population is sufficiently small in number and all of them are included in the study by researcher to gain adequate and necessary information in the activity of teachers' job satisfaction and work commitment.

Table.3.1. Sampling techniques of respondents

No	Participants	Population	Sample		Sampling techniques	Instrument used
			Number	Present (%)		
1	Schools	5	5	100%	Census	-
2	Teachers	75	75	100%	Census	Questionnaire
3	Principals	5	5	100%	Census	Interview
4	Vice principal	5	5	100%	Census	Interview
5	Supervisor	1	1	100%	Census	Interview
	Total	91	91	100%	Census	

3.6. Instruments of data collection

3.6.1. Questionnaires

For this study the researcher used specter's (1997) standardized questionnaire to collect quantitative data from teachers. The questionnaire has two parts. The first part of the questionnaire describes the respondents background information; categories include gender, age qualification and service year and school name whereas the second and the largest part contain items that address the first and second basic questions of this study, first section of second part was to answer that level of teacher's job satisfaction and second section is to measure the level of teachers commitment (Affective, continues and normative). Five point Liker scale representing 1= strongly disagree, 2= disagree 3= undecided 4= agree and 5= strongly agree was used for rating both job satisfaction and work commitments.

3.6.2. Interviews

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

3.6.3. Document Analysis

The document analyses employed to examine the data about the teachers commitment in providing tutorial for learners especially for female students continuous assessment, participation in different school clubs, data oflast2years grade 10th students exam results, teachers efficiency, attendance, continues lesson plan preparation, and teachers absenteeism to cross check with the response of questionnaire and interview with relationship to the job satisfaction and their work commitment.

3.7. Procedure of Data collection

To answer the research questions raised; the researcher went through series of data gathering procedures. First data gathering instruments were developed and approved which was followed by taking letter of authorization from educational development program management department for securing permission for data gathering from selected school. Then sampled respondents were contacted and data were collected early in the morning (before the start of the classes), or during lunch .Finally the researcher gathered complete questionnaires form the respondents to carry out the research data analysis.

3.8. Validity and Reliability of Instruments

To achieve the validity in the instruments of data collection, instruments that initially prepared in English language .Its validity was checked first by peer examination then by professionals like main and co advisors. According to McMillan and Schumacher (2010), a good rule of thumb is that the reliability needs to be 0.7 or higher. Specter's (1997), standardized job satisfaction survey Questionnaire and, Allen and Meyer (1997) standardized commitment survey questionnaires were used in order to check the reliability with Ethiopia condition. Pilot test was done in all schools, which is all of selected schools. The pilot study computed on 68 returned questionnaires in5 schools form the schools. In order to determine the reliability check on all- main variables independently and totally on the questionnaire for. Accordingly the reliability of job satisfaction measuring items as measured from cronbach alpha was found to be .999 and those items measuring commitment yielded alpha values of .995. The total alpha Value for all items was .999 which is excellent for administering data gathering purpose.

Table 3.2; Reliability of Instruments as Measured Using Cronbach Alpha

No.	Items	No. of Items	Cronbach Alpha
1	Job Satisfaction Items	65	.999
2	Job Commitment Items	17	.995
3	**Total**	**82**	**.999**

In general the coefficient alphas value of .999 for both job satisfaction and work commitment of teachers was found which shows strong internal consistency of items. This shows as the questionnaire was reliable enough to measure job satisfaction and work commitment of teacher.

3.9. Method of data analysis

For the quantitative phase of the study, the collected data was analyzed by means of the statistical package for social sciences (SPSS) version 23. The collected data was analyzed by means of descriptive statistics such as frequencies, percentages, a mean standard deviation, Pearson product correlation coefficient to analyze the data to determine the relationship of job satisfaction and work commitment. Qualitative data were analyzed using text thematically by direct quotation, summarizing and triangulating and then presented in narration.

3.10. Ethical consideration

The researcher received the official cooperation letter Jimma University and GommaWoreda education office for ethical clearance. The researcher has provided deep and precise orientation to respondents about the questionnaire researcher will introduced objective and purpose of the study to respondents and collected trustworthy data from respondents through questionnaires, and interview.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data. In the study, different groups of people were included to obtain the necessary information. The groups that are included in the study were teachers, principals, vice-principals, and supervisor. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and unstructured interview and the summary of the quantitative data has been presented by the use of tables and various statistical tools. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen or to elaborate quantitative one. Because the research design is concurrent nested mixed research design, thus the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

In this study, the main sources of data were 5 secondary school principals, 5 vice principal, 75teachers, and 1 supervisor and. In addition to this, interviews were conducted with principals, vice principals and supervisors. A total of 75 questionnaires were distributed to teachers but properly filled and returned were 68(90.6%). Among 11 interview respondents 11 (100%) have properly participated and gave necessary information on the issue under investigation.

In general 68 out of 75 or (90.6%) of respondents participated and gave necessary information on the issue raised through questionnaire and 11 (100%) of respondents unstructured interview were participated. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. The overall results of the issue investigated as well as respondent's personal background or profiles are presented below.

4.1. Description of the Demographic Characteristics'

The study was conducted from October to June, 2021 G.C in general secondary high school of Jimma Zone of Ethiopia. During study time different respondents were participated and interviewed to know the relation between teacher job satisfaction and work commitment in the study area.

Table 4.1 Demographic Characteristics of Respondents

Respondents characteristics		Frequency	Percent
Sex	Male	47	69.1
	Female	21	30.9
	Total	68	100.0
Age	25 and Below	15	22.1
	26-30	31	45.6
	31-35	12	17.6
	36-40	10	14.7
	Total	68	100.0
Educational Background	BA/BSC/BED	57	83.8
	MA/MSC/MED	11	16.2
	Total	68	100.0
Experience	Below 5 year	21	30.9
	5-10	28	41.2
	11-15	8	11.8
	16-20	6	8.8
	21 and above	5	7.4
	Total	68	100.0

As can be seen from table above demographic relationship of the respondents with regard to sex out of 68 teachers 47 (69.1%) were male and 21 (30.9%) were female. It shows that majority of teachers in selected secondary schools of Jimma Zone were male. In terms of age the data indicates, 15(22.1%), 31 (45.6%), 12 (17.6%), and 10 (14.7%) of teachers are in the age 25 and below, 26-30, 31-35, and 36 & above respectively. This confirms that majority of teachers in Jimma Zone are under the age 30 years old. As the data indicates 57 (83.8%), 11 (16.2%) of teachers have the degree and master holder in the above respectively.

As the result reveals, mass of teachers were first degree holder in selected Jimma Zone secondary school. As the data indicates 21(30.9%), 28(41.2 %), 8(11.8%), 6(8.8%), and 21above 5(7.4%) of teachers have the service of below 1, 1-5, 6-10, 11-15, 16-20 and 21 and above respectively. As the result reveals, more teachers are in the service year of 10 years and below. The location 68(100%) of teachers were from urban area.

4.2. Internal Factor of Teachers' Job Satisfaction

4.2.1. The Practice of Teachers' Job Satisfaction on the Job

This section includes the analysis of data obtained from teachers on internal job satisfaction. To answer the second basic research questions. The levels of teachers" job satisfaction on internal factor questions were presented in the questionnaire to be responded by teachers in the following tables. For the purpose of analysis, the responds mean score were rated as; ≤ *1.49 = strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.* To obtain the teachers level of satisfaction on their job in the school, a list of questions were administered. This rate is used similarly throughout this chapter.

Table-4.2.Teachers Job Satisfaction

Items	N	Mean	S. D
I am Satisfied to become a teacher	68	3.0735	1.40698
I enjoy my work.	68	2.9412	1.38092
Teaching provides me with opportunity to use all my skills and knowledge.	68	3.0441	1.28637
I prefer to continue with teaching profession.	68	2.7941	1.38821
Teaching profession is challenging job for me.	68	3.2059	1.35557
I am interested to provide enough tutorial for different level student.	68	3.0588	1.33699
There is fair distribution of work load in teaching.	68	2.6471	1.37965
Average Mean	**68**	**2.966**	**1.362**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

From the table 3 above the mean score (M=2.966, SD=1.362) indicates, the teachers" level of satisfy action towards their job is in the level of undecided. Item 2, 4, and 7 of teachers' mean is below overalls mean score This shows that majority of teachers had no desire to continue with teaching profession and work load distribution in the school were not fairly distributed. The result on 11/ 10/ 2013 E.C also indicates that: Some teachers are satisfied with opportunity to use their skill and knowledge in the job and some teachers not satisfied due to lack of equipment and necessary material to use their skill and knowledge in practice in the school. Mass of fresh teachers is not interested to continue with teaching profession but, most

of experienced teachers prefer to continue with teaching professions. In addition to this, data from document shows, large number of teachers leaving teaching profession.

The data of document revealed that teachers were leaving their job to go other countries especially South Africa, and for private works. Mass of teachers" was not interested to provide properly tutorial for different level student at secondary school of Jimma Zone.

Therefore, lack of interest of teachers to continue with teaching profession and lack of sufficient equipment and necessary material block them from doing more. Low satisfaction of teachers may show lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly satisfied work force

Table: 4.3.Teachers "job satisfactions with the professional development.

Items	N	Mean	S. D
Provision of job related workshops enhance my academic performance	68	2.6912	1.34117
Availability of opportunity to attend workshops outside the school increases my knowledge	68	2.7059	1.37199
Provision of in-service training with in school on various issues enhances my knowledge.	68	2.6029	1.32867
I am satisfied with availability of further professional development opportunity.	68	2.9412	1.37007
I am satisfied with provision of school wide experience sharing with model schools.	68	2.6471	1.34680
Over all Mean score	**68**	**2.717**	**1.35174**
Rate your professional development or personal advancement strategies are accessible in your school	68	2.9559	1.23909
Over all Mean score	**68**	**2.9559**	**1.23909**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 –

.49= Agree, ≥ 4.5 = strongly agree.

As table 4 above indicates, the teachers' response on their satisfaction on the professional development activities is rated at disagreement level with a mean value (M=2.717, SD=1.35174). Furthermore, the rate of scale for professional development or personal advancement strategies and its accessibility for teachers with mean value (M=2.9559, SD=1.23909) indicated majority of respondents negative perception. This shows that,

practices of professional development strategies and accessible in the study area didn't satisfy teachers.

Therefore, poor professional development accessibility for teachers" may reduce ability in the job. The, principals, vice-principals and supervisors development coordinates interview result on 12/ 08/ 2013 E.C also indicates that: Trainings on various issues are given rarely due to a number of limitations such as budget, and teachers are not interested to be free to participate with issues organized by Woreda experts. Experiences sharing with model school and within schools are low, furthers education opportunity for first degree holders to second degree in regular programs is not provided. In addition to this, data from document analysis show, even if most of teachers as well as secondary schools have training and development plan within school level in the form of CPD but, its implementation is not effective.

Simply teachers and schools prepared their plan for the matter of Planning, but not facilitate and monitor its implementation. Teachers have little opportunity for training, experience sharing with other model schools, and professional development (second degree) or advancement. Therefore, provision of job related training and development, experience sharing and workshop enhance academic performance of teachers and able to give better results. As Saeed and Asghar (2012), pinpointed training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee.

Table: 4.4. Recognitions of teachers" on the job

Items	N	Mean	S. D
In my school I am recognized for a job well done.	68	2.8235	1.33764
The way I get full praise for the work I do	68	2.8235	1.34875
I get enough recognition from education leaders.	68	2.9853	1.32138
I get enough recognition from my immediate supervisor for m work.	68	2.4412	1.33139
The recognition given in the school is fairly assesses my work.	68	3.0294	1.37103
Overall Mean score	**68**	**2.82058**	**1.342038**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

Table-5 above indicates that, teachers perception of activities which are undergoing to recognize their achievement in the school was rated at undecided level with mean score

(M=2.82058, SD=1.342038). This indicates the levels of recognition practiced in selected secondary school didn't satisfy teachers.

Interview with principals, vice-principals and supervisors conducted on 14/ 10/ 2013 E.C similarly confirmed that:

The practice of recognizing teachers with their effort in the school is low which is attributed to lack of timely support from supervisor and low level of motivation from Woreda Education office to recognize and award good performance and blame poor performance.

Additionally low capacity of principals to fairly assess and rewards teachers in their level of efforts limited practice of recognition giving to teachers performance.

To conclude, the practice of recognition for teachers in secondary school is low which can in turn hinders them from using their full efforts in realizing the expected school goals as well as quality education.

Table 4.5: Teachers' work achievement on the job

Items	N	Mean	S. D
I am satisfied with my professional ability to perform my job.	68	2.8676	1.35937
Received academic rewards from school increased my job satisfaction.	68	2.8529	1.34125
My accomplishments of task are similar with the schedule of school.	68	3.2794	1.31405
I am satisfied with the successes gained by my students.	68	3.3824	1.31614
Overall mean Score	**68**	**3.095575**	**1.3327025**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

From the above table 6 the overall mean score of (M=3.095575, SD=1.3327025) indicates, the teachers achievement towards their job is in the level of undecided. Items 1 and 2 were rated below overall mean. This shows that the level of achievement of teachers is not satisfactory in the study area. The interview result on 14/ 10/ 2013 E.C also indicates that:

Sometimes teachers are angry due to negative attitudes of some student and low achievement in their respective subject, inadequate material and equipment enforced teachers not use their skill and knowledge to the fullest possible. Most of teachers are plan their task in the schools

but lack proper implementation due to low sense of ownerships of their plan, low morale and lack of timely support on the jobs from educational expert.

Negative attitudes and poor achievements of students, inadequate material and equipment low level moral are reduced satisfaction of teachers' in the study area in achievement towards their job. Therefore, to increases academic performance student necessary equipment and material are important with practical implementation. Teachers play important role in the achievement of schools goals and objectives. Correnti, Miller & Rowan, (2002); Jyoti& Sharma, (2009) stated that, teachers" specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement.

Table 4.6: Teachers" work responsibility on job

Items	N	Mean	S. D
I am comfortable with appropriate execution of professional responsibility.	68	2.7353	1.30003
I am satisfied with autonomy I have in making decisions about my daily tasks.	68	3.0294	1.33797
Responsible to raise the awareness of the community.	68	3.1471	1.31880
Freedom to use your judgment in the work.	68	2.6029	1.32867
26 I feel comfortable with my present level of responsibility in my job.	68	2.7353	1.31146
I am satisfied with my perceived level of professional autonomy	68	3.1176	1.41979
Overall Mean Score	**68**	**2.8946**	**1.33612**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

As table 7 above reveals, majority of the respondents of teachers" had relatively positive feeling on the practice responsibility in their job. The overall mean score of (M=2**.**8946, SD=1.33612) indicates the level of undecided with practice of teachers" responsibility on the job. The mean value of item 1, 4 and 5 are below overall mean. The principals, vice-principals and supervisors interview result on 15/ 10/ 2013 E.C also indicates that: Mass of teachers expect command from the school principal, department heads or other concerned staff members to do their work but, few teachers" were perform their task without expectation of their boss.

It indicates the low initiation of teachers in performing their task without external pressure. Therefore, it is safe to conclude that, they did not implement responsibility effectively due to expecting ordering from others. This show the presence of low implementation of professional responsibility of teachers on the job among secondary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving the students" academic achievement.

4.3. External Factor of Teachers' Job Satisfaction.
Table: 4.7; Teachers' job promotions on the job

Items	N	Mean	S. D
Fairness promotion opportunities in school.	68	2.7794	1.31405
I am satisfied with commitments different level management for my promotion.	68	2.6618	1.27678
The promotion process and procedures used by my employer are fair.	68	2.7647	1.37263
I am comfortable with the promotion opportunities available to me as a teacher.	68	2.6618	1.29995
Mean Average	**68**	**2.716925**	**1.3158525**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

From the table 8aboveerall mean average score of teachers perceived promotion opportunity of (M=2.716925, SD=1.3158525) revealed negatively rated by majority on the practices of teachers promotions. The item 2 and 4 are below overall score teaches which indicates that teachers" rates levels of satisfaction on promotion opportunity are low. The principals, vice-principals and supervisors interview result on 16/ 10/ 2013 E.C also indicates that: Most of teachers" were not satisfied with promotion opportunity practices because most time promotions opportunity of teachers "*are focused on service year without considering the effort difference among teachers*".

This shows that, low promotion opportunity of teachers on the job in the study area.

Table: 4.8. School Policy and its administration

Items	N	Mean	S. D
The presence of clear school based rule and regulation is satisfied me.	68	2.6765	1.27480
Implementation of rule and regulation with in school is satisfied me.	68	2.5441	1.37606
Treatment all teachers equally in the school.	68	3.1324	1.37031
The way principals lead the school is satisfied me.	68	2.7500	1.32005
I am satisfied with involvement of decisions in the school.	68	2.8235	1.33764
The way the school deals with complaints.	68	2.7059	1.27031
Mean Average	**68**	**2.7720**	**1.3169**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As table 9 above revealed that, overall mean score (M=**2.7720**, SD=**1.3169**) low level of perception by majority of teachers with practice of school policy and its administration on the teachers" job satisfaction. But, item 1, 2, 4 and 6 of teachers" response was below mean average. The responses of teachers" from quantitative data revealed that teachers are not adequately satisfied on the practices of school policy and its administration in the study area. The principals, vice-principals and supervisors interview result on 17/ 10/ 2013 E.C also indicated that:

The presence of clears school based policy is not satisfactory resulted from attitude, skills and knowledge gaps of principals, and school management and their poor implementation of administration policy in the school. This show that the principals, and school management attitude, skill and knowledge gaps in implementation of school policy and their administration influence teachers" job satisfaction on the job.

Table: 4.9; supervision practices

Items	N	Mean	Std. Deviation
Supervisors initiate me to discuss on various academic issue	68	2.3382	1.32271
Supervisors technically „know-how" to support me.	68	3.1471	1.27273
I am supervised in a supportive and democratic manner.	68	2.7647	1.33961
School supervisors observe classroom instructions regularly.	68	2.5000	1.37678
School supervisors provide training on various issues.	68	2.6471	1.35784
Mean Average	**68**	**2.6794**	**1.333934**

As the overall mean score of teachers" in the table 10 was(M=2.6794, SD= 1.333934) indicated that majority of teachers have perceived practices of supervision in the study area negatively. Item number 1, 4, and 5 are below overall mean scores.

The practices of supervision in the school did not satisfy teachers on the job. The principals, vice-principals and supervisors interview result on 17/ 10/2013 E.C also indicates that: *"The practice of supervision in the school is insufficient to enhance teachers' job satisfaction because in the implementation timely supervision for teachers in both internal and external is ineffective.*"

This indicates insufficient supervision of teachers" reduced effectiveness of performance of teachers" and influences teachers" level job satisfaction on the job. Therefore, effective supervision of teachers" is important for successfully implementation of school goal and objectives.

Table 4.10: Teachers" level of satisfaction on their income

Items	N	Mean	S. D
My monthly salary is sufficient to satisfy all important expenses.	68	2.5294	1.44005
I am satisfied with timely payment of salary.	68	2.6176	1.31614
My salary enhanced job commitment.	68	2.4118	1.35201
I am underpaid in relation to my efforts.	68	2.9265	1.35290
Additional incentive received for extra work.	68	2.8235	1.28064
I entered the teaching profession because of its good pay.	68	2.4853	1.32138
Mean Average	**68**	**2.63235**	**1.343853**

As table 11 above reveals, the mean average score of respondents (M=2.63235, SD=1.343853) shows in the level of disagreement related with job satisfaction as a result of income. Item 1, 2, 3and 6 were rated below overall mean of teachers whereasitems4 and 5, were rated above average mean but at level of modest perception. This response indicates that teachers" level of satisfaction on income is low. The principals, vice-principals and supervisors interview result on20/ 10/ 2013 E.C also indicates that: The teachers" *benefits*

and incentive were inadequate for enabling teachers' live better life which matches with their professional dignity." Others also raised that, the budget allocated for school activities are not adequate enough for extra work, and in school meeting, cluster teachers meeting teachers lack refreshment this lead teachers dislike their profession.

Therefore, lack of sufficient incentive and others benefits for their additional work influence teachers" level of satisfaction in job and may be limits level effort on the work. According to Ahuja and Shukla (2007), when incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met.

Table 4.11: Work relationship of teachers'

Items	N	Mean	S. D
I am satisfied with the relations" of the school management team.	68	2.8382	1.33395
I am satisfied with staff members" cooperation to work.	68	3.1176	1.40924
I am satisfied in relationship with the school students.	68	3.3824	1.38251
I am satisfied in the relation with staff members.	68	3.2500	1.32005
I am satisfied work with relationship of supervisors.	68	3.0441	1.36517
Mean Average	**68**	**3.12646**	**1.362184**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As table 12 above reveals, average mean score (M=3.12646, SD=1.362184) indicates the level of undecided with practice of work relation on job. Items 1, 2 and 5 were rated below the overall mean scores of teachers. This shows that as teachers" response practice of work relation relatively better than the response on the other external factors of job satisfaction variables above such as responsibility, income, school administration and policy as well as supervision.

The opened question revealed that some teachers had poor relation with school management team, students, and there existed also gap of relation among teachers too. The principals, vice-principals and supervisors interview result on 20/ 10/ 2013 E.C also indicates that:

The majority of teachers had poor relation with supervisors because of insufficient technical support to teachers, the way supervisors contact only to see the teachers classroom instruction and to evaluate their work performance instead of giving instructional support.

Therefore, poor relations between teachers with supervisor, student, and management teams and within teachers reduce success of achieving of the school goal and objectives. According to Oshagbemi (2001), individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction.

Table 4.12: Work condition of teachers" and their level of job satisfaction

Items	N	Mean	S. D
I am satisfied with creating clean, initiating and comfortable working area.	68	3.0735	1.37479
I am satisfied with accessibility of transportation.	68	3.1618	1.37797
I would not like to be transferred to another school.	68	2.5147	1.33263
I am satisfies with participation in co-curricular activities in school.	68	3.1324	1.37031
I am satisfies with supply of sufficient amount of material, tools for teaching learning process.	68	2.5588	1.36461
I am interested to attend all the time in my instructional class in the school.	68	2.8088	1.31872
Student attitudes towards education in school is enhanced my job satisfaction.	68	2.7206	1.25598
I am satisfied refreshment material of within school (DSTV, Tennis.)	68	2.6176	1.37167
Mean Average	**68**	**2.823525**	**1.345835**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5– 4.49 = Agree, ≥ 4.5 = strongly agree.

As table 13 above showed, the average mean score teachers of (M=2.823525, SD=1.345835) indicated the level of undecided with work condition teachers. Item 3, 5, 6,7 and 8 of respondents mean score is below average mean score. This indicates that the responses of teachers on work condition are unfavorably rated by majority of teachers. Result from open ended questions also confirmed that, there was unfavorable working condition in the schools because, of lack of internet services, lack of DSTV and insufficient refreshment material, inadequate computers access in newly opened high school, lack of proper rental house for in rural high school teachers, lack of electric city in some high school, lack of pure drinking

water, low transferring opportunities, lack of transportation accessibility in some rural high school, high price of rental house in urban area.

Table 4.13; Practice of Teachers Transfer

Items	N	Mean	S. D
How do you rate the practice of transfer of teachers" within zone and woreda?	68	2.7794	1.35873
Average Mean score	**68**	**2.7794**	**1.35873**

Teachers also, rates the practice of transfer of teachers" within Zone and Woreda at mean score (M=2.7794, SD=1.35873) which indicates slightly fair. This shows that large numbers of teachers are not satisfied on the practices of transfer's rates within Zone and Woreda. An interview result on 20/10/2013 E.C also indicates that: The school environment is not full satisfactory to enhance teachers" job satisfaction, because general secondary schools lack necessary school facilities and equipment due to budget problems. Thus, poor working conditions in the school limited teachers' access to do various works that support the teaching learning process.

Therefore, this problem has an effect on reducing the teacher's level of job satisfaction, as well as schools goal achievement. Robbins, (2005), stated that working condition sensible impact on employees' job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works. To examine the level of internal and external factors of job satisfaction of teachers in secondary schools in the Jimma Zone mean and Std. Deviation was computed. The table below show that the respondents of teachers" for the level of external and internal factor on teachers" job satisfaction in the study area.

Table 4.14; Teachers job satisfaction summary

Items	N	Mean	Std. Deviation
Internal factors of Job satisfaction	68	2.966	1.362
External factors of Job satisfaction	68	2.716	1.315
Average Mean score	**68**	**2.841**	**1.338**

The mean value of internal factors of job satisfaction(M=2.966, SD=1.362) indicated that unfavorably rated value by majority of respondents though it rated above average mean score of both external and internal factors which is (M=2.841, SD=1.338).The mean value of external factors of job satisfaction(M=2.716, SD=1.315) also indicated unfavorably

conceived by majority of respondents and also rated below average mean score of both external and internal factors which is (M=2.841, SD=1.338) .The above table revealed that both external and internal factors influence teachers job satisfaction in the study area.

4.4. Teachers' Commitment on their Job

This section includes the analysis of data obtained from teachers on teachers" commitments of general secondary school of Jimma Zone. To answer the third basic research questions. The commitment questions were presented in the questionnaire to be responded by teachers in the following tables.

Table: 4.15 affective commitments of teachers

Items	N	Mean	S. D
My teaching profession is important to my self-image.	68	3.0294	1.25746
I believe that my school image is my image.	68	2.9265	1.34182
I am proud to be in my teaching profession.	68	2.8676	1.37031
My profession is a great deal of personal meaning for me.	68	2.8824	1.31046
I feel emotionally attached to my teaching.	68	2.8382	1.33395
I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.	68	2.8382	1.29995
I do not mix my feeling, emotions and personal problems in my profession work.	68	3.0294	1.25746
Average Mean score	**68**	**2.9159**	**1.3102**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As table 15 above reveals that, overall mean score of teachers commitment (M=2.9159, SD=1.3102) indicates the level of undecided within teachers" affective. This indicates that the responses of teachers" for affective commitment were not promising. An interview result on 15/ 08/ 2013 E.C also indicates that: Majority of teachers in the school expects external force to do their job, and poorly interested to achieve school goal. This show that majority teachers are committed enough in contributing their share to the success of school goal.

Table: 4.16 continuance commitments of teachers' on the job

Items	N	Mean	S. D
Changing teaching profession now would be difficult for me to do.	68	2.4265	1.30803
Too much of my life would be disrupted if I were to change my teaching profession now.	68	2.8382	1.35614
For me personally, the cost of leaving teaching would be far greater than the benefit.	68	2.6029	1.32867
I would not leave teaching right now because I have a sense of obligation to teaching.	68	2.8088	1.34117
I will not change teaching if I am offered better working condition and safety in other sector.	68	2.9118	1.34647
Mean Average	**68**	**2.7176**	**1.3360**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided,

3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As table 16 above reveals, overall mean score (M=2.7176, SD=1.3360) indicated unfavorable rate to a level of disagreement on continuance commitment on the job. Item 1 and 3was rated below the overall mean score. An interview results interview result on 16/ 10/ 2013 E.C also indicates that: Most teachers stay in teaching profession because of lack alternative job opportunity, providing them with high income and benefits betters than teaching. This shows that, teachers in the study area are not interested to continue with teaching profession. Lack of interest to continue with teaching profession in turn can minimize commitment of teachers on job. The low level of continuance commitment of teachers is influence on the school goals and objectives.

Table: 4.17 normative commitments of teachers' on the job

Items	N	Mean	S. D
I would feel guilty if I left my teaching profession.	68	2.6765	1.34321
I am in my teaching profession because of my sense of loyalty to it	68	2.6912	1.30735
I feel a strong sense of belonging to my teaching.	68	2.9853	1.34378
I dislike those who hamper the image of my teaching.	68	2.8971	1.32867
Mean Average	**68**	**2.8125**	**1.3307**

Scales; ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree. As table 17 above reveals, teachers normative

commitment on the job's average mean score (M=2.8125, SD=1.3307) indicated unfavorably perceived and rated at level of undecided. Item 1 and 2 were rated below average mean score. This indicates the level of normative commitment of teachers in current job is not fully promising. An interview conducted on 16/ 10/ 2013 E.C also indicates that: majority of teachers have low moral responsibility, loose attachment to other staff members and lack loyalty to their professional code of ethics which in turn negatively influence the achievement of school goals and student performances.

4.5. Relationship between Teachers' Job Satisfaction and Commitment on Current job

This section includes the analysis of data related to teachers' job satisfaction and commitment. To investigate the relationship between job satisfaction and commitment Pearson product correlation coefficient 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.

To this end the Pearson's product moment correlation coefficient is computed for the purpose of determining the relationships between teachers' job satisfaction and commitment in secondary schools. Therefore, the result of correlation analysis here indicates the degree of relation that occurred between teachers" job satisfaction and their commitment in secondary school of Jimma Zone. The following result indicates that teachers" respondents" shows relations between teachers" job satisfaction and commitment on secondary high school of Jimma Zone.

Table 4.18: Relations of teachers' job satisfaction and commitment

Items		Satisfaction	Commitment
Satisfaction	Pearson Correlation	1	.974**
	Sig. (2-tailed)		.000
	N	68	68
Commitment	Pearson Correlation	.974**	1
	Sig. (2-tailed)	.000	
	N	68	68

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

A Pearson correlation analysis was conducted to examine whether there is a relationship between teachers" job satisfactions with their commitment in secondary school of Jimma Zone. The results revealed that, there exist a significant and positive relationship between teachers job satisfaction and commitment (r = .974**, N = 68). The high level of teachers" job satisfaction associated with high level of teachers" commitments and the low level of teachers" job satisfaction associated with teachers" low level of commitments in the study area.

The interview result indicates that teacher job satisfaction and commitment have strong relation in job. More satisfied teachers are more committed than less satisfied teachers. The current satisfaction of teachers on the job is low because of poor facilities, equipment and necessary material for teaching learning in the schools, low benefits of teachers, transportation problems in urban high school, low access of transfer of teachers from one school to other school, housing related problem, and lack of good relation between teachers" and principals" are major cause for low satisfaction of teachers".

These low teachers' job satisfaction and commitment of on the job is negatively influence on the school goal and objectives. Therefore, teachers" job satisfaction and commitment have positive and significant relation in the study area. Scott (2004) stated that, employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity. Majority of teachers were not satisfied and less committed in the current job in the stud area.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This parts of the study deals with the summary of the major findings, conclusion drawn on the based on the findings and recommendations which are assumed to be useful to enhance the teachers' satisfaction and commitment in secondary schools of Jimma Zone.

5.1. Summary of the major findings

The main purpose of this study was to investigate the relations between teachers' job satisfactions and work commitment in secondary high schools of Jimma Zone. In order to achieve this purpose, the study attempted to answer the following basic questions.

- To what extent secondary school teachers in the GommaWoreda are satisfied with in their Job?
- To what extent the secondary school teachers in the Gommaworeda are professionally   committed to their Job?
- Is there significant relationship between Job satisfactions and work commitment in secondary   schools' teachers in Gommaworeda?

A descriptive survey study with quantitative and qualitative research method was employed due to the fact that it is more appropriate to investigate the relations between teachers' job satisfactions and work commitment in secondary high schools of Jimma Zone. To collect the data 75 teachers, 5 principals, 5 vice-principals, and, 1 supervisor were used through census. This study employed a combination of tools as data collection instruments. Questionnaire and interview were used to gather the relevant data from the respondents.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistic such as percentage, frequency, mean, standard deviation, and Pearson product correlation coefficient. Therefore based on the analysis made, to demonstrate results summarized below have addressed the above research questions, the findings are summarized along to reflect the specific objectives of the study. Depending on these themes, the following are the major findings of the study in relation to research questions:

The respondents characteristics showed that gender of respondents were dominated by males. Out of 68 teachers 47 (69.1%) are male and 21 (30.9%) are female. In terms of age 15(22.1%), 1831 (45.6%), 12 (17.6%), and 10 (14.7%) of teachers are in the age 25 and below, 26-30, 31-35, and 36 & above respectively. The majority of teachers in Jimma Zone are under the age 30 years old. The qualification of teaches" were 57 (83.8%), 11 (16.2%) of teachers have the degree and master holder in the above respectively. As the result reveals, mass of teachers were first degree holder in Jimma Zone secondary school. The service years 21(30.9%), 28(41.2 %), 8(11.8%), 6(8.8%), and 21above 5(7.4%) of teachers have the service of below 1, 1-5, 6-10, 11-15, 16-20 and 21 and above respectively. As the result reveals, more teachers are in the service year of 10 years and below. The location 68(100%) of teachers were from urban area.

The findings related to the issue of teachers" job satisfaction revealed that:
In the secondary school of Jimma Zone both internal and external factors influence teachers' job satisfaction. The result indicates that most of internal and external factors scored below three as mean averages of Likert scales. As interviews a result indicates mass of teachers 'showed low initiation to transmit their knowledge and to achieve schools objective.

The findings related to the issue of teachers' commitment on the job revealed that:
In the general secondary school of Jimma Zone affective, continuance and normative commitment was low. The result indicates that most of scored in Likert scale mean averages are below three and the majority of respondents unfavorably conceived an existing teacher's commitment on their job. The interview result also confirmed that teachers were lack commitment in the job. As the result large numbers of teachers' in the school expect external force to do their job, poorly interested to achieve school goal and objective, and low level of tolerance between teachers in different issues. In addition to these, teachers stay in teaching profession is lack of alternative to change other scoter, and low moral responsibility in the job

The findings related to the issue of relation between teachers" job satisfactions with their commitment on the job revealed that: A Pearson correlation analysis was computed to examine the relation between teachers" job satisfactions with their commitment in secondary school of Jimma Zone. The results revealed significant and positive relationship between teachers" job satisfaction and commitment (r = .996, N = 68).Higher levels of teachers" job satisfaction were associated with higher levels commitment in the study area.

5.2. Conclusions

Based on the finding, it is possible to focus on the teachers" job satisfaction and commitment of secondary school in Jimma zone like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable promotion, in the area of professional responsibility. There are different factors that influence teachers" job satisfaction in secondary school.

In addition, the practice of recognition for teachers in secondary school of Jimma Zone is low because of lack of timely support and low capacity of principals to fairly assess and rewards teachers in their level of efforts. The practices of responsibility among teachers' in their job is also low because of majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work and they did not implement responsibility effectively due to low satisfaction of teachers" on the job.

Teaches are not satisfied with the practices of supervision in the schools because, supervision in the school is not satisfactory to enhance teachers job satisfaction on their job and most of the time supervisors practice in the schools is to evaluate or inspect the performance of teachers rather than supportive and team work natures. Income and other incentive of teachers" are not also satisfied teachers in the job because teachers" lack benefits and incentive for their extra work.

The practice of work condition in the schools are not fully satisfied teachers" in the job because of lack of internet services, DSTV and other refreshment material, inadequate computers access in new open high school, lack of proper rental house in urban high school, lack of electric city in some high school, lack of pure water, lack transferring opportunities, lack transportation availability in some urban high school, high price of rental house in urban area in the study area reduce teachers job satisfaction on the job.

To sum up, external factors of teachers" job satisfaction have relatively more influence than internal factor on teachers" job satisfaction in the study area. Therefore, better to more focus on external factors of teachers" job satisfaction rather than internal factor of job satisfaction on the study area.

The level of teachers commitment on their job in the study area are low because the level of affective, continuance, and normative commitment of teachers" in the study area are not

committed because majority of teachers in the school expect external force to do their job, and poorly interested to achieve school goal and objectives. The mass of teachers" also is not preferred to stay with teaching profession and low moral responsibility of in teaching" profession. Therefore, better to focuses on foster teachers" commitment by encouraging teachers" in the job by fair and equitable rewards to achieve school goals.

The correlation between teachers" job satisfaction and their commitment was strong and positive's inferred from respondents' response. A higher level of teachers' job satisfaction was associated with higher levels commitment in the study area. But, the level of teachers' job satisfaction and their commitment are not promising in the study area. The low level of teachers' job satisfaction and their commitment in the study area make the teaching-learning process become ineffective. In addition to this, the findings also revealed the school's weakness on different aspects that have relation to enhance teachers" job satisfaction and commitment on the achievement of educational goals and objectives of schools.

5.3. Recommendations

To direct the teaching learning process in a better way the school practices on teachers" job satisfaction and commitment should be improved. Therefore, in order to sustain the quality of education, to better use teachers" knowledge and skills and to improve student achievement, the following recommendations are forwarded to all concerned academic staffs (school principals, supervisors, Woreda education offices and others) in Jimma Zone.

❖ Zone education department and Woreda education offices are advised to give special attention in enhancing teachers' job satisfaction and their commitment in the job. The attention area should focus on the teachers' job satisfaction and commitment like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable promotion, in the area of professional responsibility. This helps the teachers to increase the level of job satisfaction as well as to maximize their level commitment on achievement of students.

❖ It is recommended that Zone education department, Woreda education offices, and school should hold regular contacts with various training programs that encourage teachers and give recognition for best performers. Furthermore, school principals and other management teams should arrange teachers' experience sharing within school and model schools out the schools. All this make teachers to be effective as well as satisfied in the job.

❖ To increases teachers' job satisfaction and achievement in job it is important that schools and Woreda should allocate sufficient budget to supply necessary materials and equipment that is vital for practical use in the laboratory, library, ICT center as well as schools principals and management teams should raise positive work competition among within teachers' by ranking performance of teachers' weekly/monthly or semester based notice levels of performance of teachers' by fair and equitable monetary or other initiatives rewards with their effort.

❖ The schools, Woreda education and others local government should support teachers through facilitating transportations road access, facilitating accessibility of residential house for teachers, providing pure water, facilitate access of electricity in general secondary schools by mobilizing the community, and supply good working condition with necessary refreshment material like internets services, DSTV, tennis and other. This helps teachers" to increases status in the profession as well as increases their level of satisfaction on job.

❖ Insufficient support of educational experts and supervisors negatively affect teachers" job satisfaction in job. Therefore, to ensure job satisfaction educational experts of Woreda and supervisors should offer timely support for teachers and Woreda education office fill the technical skills gap of supervisor by training to be effective in supporting teachers in their job. This help to develop team work or positive relationship between teachers" and supervisors in the job.

❖ To improve continuance commitment of teachers, Zone education department, Woreda education office and schools are better advised to facilitate good teaching-learning environment by involvement of local community, governmental sector, privates" investor and nongovernmental originations. This helps teachers" stay in their profession and committed in job.

❖ To increase normative commitment of teachers' school, Woreda and other concerned bodies are advised to maximize teachers' levels of professional moral responsibility in the job by facilitating attractive teaching learning environment in school in collaboration with community, governmental and non-governmental organization

❖ Schools, Woreda education offices and Zone education department should be more focused on both external and internal factors of teachers' job satisfaction because both of them were rated unfavorably by majority of respondents and have relationship with enhancing teachers' commitment. Therefore, schools, Woreda education offices and Zone education department work together with other governmental sectors, non-

governmental organization and local community to enhance teachers" job satisfaction in the job.

❖ Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

REFERENCES

Abdulah et al, B (2009). Job satisfaction among secondary school teachers.Unpublished master's thesis, jurnalkemanusioaanbil. 13 Jun 2009.

Akiri, A, A, &ugborugbo, N, M, (2009). Analytic examination of teachers' career satisfaction in public secondary schools. Studies on home and community science, 3(1), 51-55

Alam, D.M,(2011), January1).Factors affecting teacher's motivation. Business and social science, 2(1), 288-303) International journal of Amos, TL, Pearson, NJ,

Anderson, N, Herriot, p, & Hodgkin son, G.P.(2001). The practitioner- researcher divides in industrial, work and organizational (two) psychology: where are we now and where do, we go from here. Journal of occupational and organizational psychology, 74(4), 391-411.

Angle, H, &Perry, J. (1981) an empirical assessment of organizational commitment, role stress and Turn over: A multidimensional approach, Academy of management Jormal, 22,815-821.

Armstrong, M, (2006). A handbook of management techniques: A comprehensive Guide to Achieving managerial excellence &improved decision making. Page publisher.

Artz, B. (2010). Fringe benefits and job satisfaction.International journal of manpower, 31(6), 626.

Aswathappa, K. (2005).Human resource and personnel management.Tata McGraw-Hill Education.

AyalewShibeshi, (1991). Problems teachers face and condition that create discontent in them. Addis Ababa: research responded by Ethiopia teachers association.

Ayele, D (2014). Teacher job satisfaction and commitment in general secondary schools of Hadya Zone, in southern nation nationality and people of regional state (Jimma University, institute of education and professional development studies).

Bagraim, J, J. (2003). The dimensionality of professional.SA Journal of industrial Psychology, 29(2), p-6.

Baker, V D. 2007 to (2005). The relationship between job satisfaction and perception of administrative support among early career secondary choral music educators (Doctoral   dissertation, Texas Tech University.

Baker, V.D 2005 to (2007).The relationship between job satisfaction and the perception of administrative support among early career secondary choral music educators (Doctoral dissertation, Texas Tech University).

Balkin, DB, Cardy, RL. & Gomez- Mejia, LR. 2003 Maintaining human resource.(3rded).
New.Deihi: prentice Hall.

Beck, K,&Wilson, C.(2000).Development of affective organization commitment: A cross
sequential examination of change with tenure, journal of vocational Behavior, 56(1),
114-136

Bennell,p,&Akyeampong, K,(2007). Teacher motivation in sub- Saharan Africa and
south (No.71). London: DFID.

Best, JW.& Kahn, JW. (2001). Research in education. (7[th]ed) New Delhi: prentice Hall.

Boey, E, K. (2010). The Teacher empowerment in secondary schools: A case study
Malaystia (Vol. 15). Herbert UtzVerlag.

Bogler, R. (2001).The influence style on teacher job satisfaction. Educational
Administration   Quarterly, 37(5), 662-683.

Bogler, R. (2002).When principals carry pistols. Educational leadership 60(2)80-80

Bolin, (2007).A study of teacher job satisfaction and factors that influence it.Chinese
education &Socciery, 40(5).47- 64.

Boone, L, E,&Kurtz,D.L.(1992).Contemporary marketing. Dryden press.

Butt, G,&lance,A.(2005).secondary Teacher' workload and job satisfaction do successful
Strategies for Change Exist. Educational Research, Vol. *3* (8) ISSN: 2276-7789),
363-372.

Celep,C.(2000).Teachers' organizational commitment in Educational organization. *In
National Forum of teacher Education Journal* Vol.*10.*No.3, pp.1999-2000).for full
text   http://www.nationlforum.com/17celep.htm.

Cerit, Y. (2009). The effects of servant leadership behaviors of school principals on
teachers' job Satisfaction. *Educational management administration & leadership*,
37(5), 600-623.

Choi, p, L, & tang, SY, F.(2009). Teacher commitment trends: cases of Hong Kong
teachers From 1997 to 2007. *Teaching and Teacher education*, *25*(5), 767-777.

Cohen, A. (2003). Multiple commitments in the work place: An integrative approach.
Psychology Press.

Cohen, L, Manion, L. & Morrison, K.2007.Research methods in education.(6th end).
London: Taylor& Francis Group.

Creswell, J, W. (2002).to (2013).Research design: qualitative, quantitative, and mixed
methods approach. Sage publications.

Creswell, J.W. (2009). Research Design qualitative, quantitative, and mixed methods. Approaches (3rd ed. Ed, vol.3).(v. Knight, Ed) Lincoln, India: SAGE publications

Crosswell, (2006).Understanding teacher commitment in times of change.

Davis, A. (2003).conceptualizing the role and influence of student teacher relationships of Children's social and cognitive development. Educational psychologist, 38(4), 207-234.

Dixit, V,&Bhati, M.(2012). A study about employee commitment and its impact on sustained Productivity in Indian auto- component industry. European journal of Business and Social Sciences, 1 (6), 34-51.

Duseldorp,E,manisera, M.& van der koojij, AJ. 2005. Available at: http:/wwwdata. Theory.nI/fulmanuscript final epm.Pdf.Accessed on 24 January 2011.

Edgerson, D.E,&kritsonist, W.A.(2006). Analysis of the influence of principal- teacher Relationships on students' academic achievement: A national focus national Journal for Publishing and mentoring doctoral student research, I(1),1-5

Ellickson,M.C,&Logsdon,K.(2002). Determinants of job satisfaction for municipal government Employees. Public personnel management, 31(3),343-358.

Ellsworth,R,Hawley,D.& mau,WJ.2008.Job satisfaction and career persistence of Esther T. Canrinus&michelle Helms- Lorenz&DouweBeijaard&jaapBuitink&Adriaan

Evans,L.(2001). Delving seeper into morale, job satisfaction and motivation among education professional Re-examining the leadership Dimension.Educational management Administration & leadership, 29(3), 291-306.

Furnham,A.(2005). The psychology of behavior at work: the individual in the organization Psychology press.

Gaziel.H.(2004). Predicators of absenteeism among primary school teachers. Social psychology Of education, 7,421-434.

Gedefaw,K.m.(2012). Job satisfaction of secondary school teachers in Ethiopia.(Unpublished Doctorial desertion). University of south Africa

George,E,Louw,D,&Badenhorst,G.(2008). Job satisfaction among urban secondary-school Teachers in Namibia. South African Journal of education, 28(2), 135-154.

Gliem,R,R,&Gliem,J.A.(2003).Calculating, interpreting and reporting Cranach's alpha Adult, continuing and community education.

Green,J.(2000).A study of job satisfaction of community college chairpersons. Unpublished doctoral thesis. Blacksburg, VA: Virginia poly technique institute and state university.

Gu,M,&Lai,C.(2012). Motivation and commitment: pre- service Teachers from Hongkong and Mainland china at a Training Institute in Hong Kong. Teacher education quarterly, 39(3) 45-61.

Hargreaves,A.(1994).changing teachers, changing times: Teachers work and culture in the Post modern age, teachers College press.

Hean,S,&Garrett,R.(2001). Sources of job satisfaction in science secondary school teacher in Chile. Compare, 31(3), 363-379.

Henry,G.T.(1990). Practical sampling.Applied Social Research Methods Series. Sage

Herzberg,F,I.(2007).Literature review of teacher job satisfaction. Chinese education & society. 4095), 11-16.

Hofman. (2012), June27). Self- efficacy, job satisfaction, motivation and Commitment: exploring the relationships between indicators of teachers' Professional identifies. Pp.115-132.

House,R,J.&wigdor,L.A.(1967). Herzberg's dual factor theory of job satisfaction and Motivation:A review of the evidence and a criticism. Personnel psychology, 20(4), 369-390.

Hoy, WK, &miskel, CE.1996.Educational administration: theory research, and Practice, (5thed) new York:MeGraw -Hill. http://papers,ssrn.com/so13/dapers.cfm?abstract-id=2298898

Huren,Bl,(2006). The effects of principals humor on teachers job satisfaction.Educational Studies, 32(4), 373-385.Improvement in Nigeria.College Student Journal, 38(1), 81.India Pvt.lid.

Jaiyeoba,A.O,&Jibril< M.A.(2008).A study of job satisfaction of secondary school Administrators in kano state, Nigetia. African Research Review, 2(2), 94-107.

Johnson,S.M.(2006). The workplace matters: teacher quality, Retention, and effectiveness Working paper. National education association Research department.

Joseph A. Gliem. And Rosemary R. Gliem.(2003). Calculating, interpreting, and Reporting Cronbach's Alpha Reusability Coefficient for Likert- Type scales.

Jsros,S,J, Jermier,J,M. Koethler,J.W,* sincich, T.(1993). Effects of continuance, affective, and moral commitment on the withdrawal process: An evaluation of eight structural equation models. Academy of management Journal, 36(5), 951-995.

Jyoti,J,& Sharma, RD,(2006). Job satisfaction among school teachers.JIMB Management Review, 18(4):349-363.

Kannan,R.(2005). Theories of motivation- J stacey Adams- equity theory on motivation. Available At: www.geocities com/kstability/learning/management/equity.htm Accessed on 12 December 2010.

Karsli,MD.& iskender,H.2009. World conference on education sciences: to examine the effect Of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment. Social and Behavioral Sciences. 1: 2252-2257.

Kim,S.(2005).Gender differences in the job satisfaction of public employees: a study of Seoul Metropolitan Government, Korea sex roles, 52(9-10).667-681.

Korir,D.K.&Kipkemboi,F.(2014). The impact of school environment and peer influence on Student' Academic performance in vihiga county, Kenya.Journal of education and Practice, (11), 1-11.

Koustekuis, A.D.(2001). Personal charctericistic and job satisfaction of Greek teachers. International Journal of educational management, 15(7), 354-358.

Koustelios, A,&Tsigilis, N.(2005). The relationship between burnout and job satisfaction among Physical education teachers: a multivation approach. European physical Education review, 11(2), 189-203

Ladd, H.2009.Teachers' perception their working condition. How predictive of Policy-relevant Outcome National center for analysis of longitudinal data in education Research working paper 33, Washington, Dc. CALDER.

Ladebo.O.J. (2005).Effects of work- relation Attitudes on the intention to leave the profession an examination of school teachers in Nigeria. Educational management Administration & Leadership, 33(3), 355-369.

Leary,M.R.(2004). Indication to behavioral research methods. USA: Pearson education. Inc.

Leithwood, K,&McAdie,P.(2007). Teacher working conditions that matter. Education Canada, 47(2),42-45.

Lurhans, F.(1998). Organizational behavior. (8thed). India: McGraw-Hill.

Lussier, R.N. (1990). Human relations in organization: A skill- building approach. Irwin Professional publishing.

Ma,X.&MacMillan,R.B.(1999).Influences workplace conditions on teachers job satisfaction. The Journal of Educational research, 93(1), 39-47.

Maheshwari,SBhat.R,& A.(2007). Implication of human resource practices and other Structural Factors on commitment of public medical professionals. India. Reprieved October 22, 2008.

Majasan,J.(1995),the teacher's profession:A manual for professional excellence. Spectrum Books.

Maslow, AH.(1954).Motivation and personality. New York, NY: Harper and Row publishers, Inc.

MeMillan,J.H, Schumacher,S,&singh,J.(1993). Study Guide to Accompany McMillan.Schumacher (s) Research in Education, conceptual introduction, Harper Collins.

Mengistu,G,K.(2012). Job satisfaction of Secondary school Teachers in Ethiopia. (P.K,Roux Ed) university of south Africa.

Menlo,A,&Poplection,P.(2009). The meanings of teaching: An international study of secondary teachers work lives. IAP.

Meye,J.P,&Allen,N.J.(2002)to(1991).A three-component conceptualization of organizational Commitment. Human resource management review, 1(1), 61-89.

Miner,J,B.(2005).organizational behavior1: essential Theories of Motivation and leadership, ME Sharpe.Inc.NewYork,NY.

Mkumbo,K.A.(2012).Teachers commitment t, and experiences of, the teaching profession in Tanzania:findings of focus group research. International education studies, 5(3), p222.

Moorchead, G, & griffin, R.W. (2010). Organization behavior: managing people and Organizations. South- western/Engage Learning.

Mtika,p,&Gates,P.(2011). What do secondary trainee teachers say about teaching as a profession of their' choice in Malawi? Teaching and Teacher Education, 27(2), 424-433.

Mullins, IJ. (2007). Management and organizational behavior.Pearson education.

Mullins, LJ.(2005.management and organizational behavior. (7thed). London: prentice Hall.

Nazari, K. &Emami, M. (2012). Analysis of relation between organizational commitment and Professional commitment. Elixir Human Res, Mgmt, 51 92012) 10661-10664,Retrieved August 20,2013 from Hyperlink.

Nielsen, 1, & Smyth, R.(2008). Job satisfaction and response to incentives among China's Urban workforce. The Journal of socio- Economics, 37(5), 1921-1936.

Ofoegbu, F.1. (2004). Teacher motivation: A factor for classroom effectiveness and school

Ogunsanya, M. (1983).Supervision of instruction in education. Teaching manual for course EDU710.National open university of Nigeria.

OKpara, J.o.(2006).Teachers Job satisfaction and motivation for school Effectiveness: An Assessment. Online submission.

Pander Craig. (2008).Work motivation in organizational Behavior/Craig C. Pander.Quarstein, V, A, McAfee, R.B, & Glassman, M.(1992). The situational occurrences theory of Job satisfaction. Human Relations, 45(8), 859-873.

Perie, M, & Baker, D.P.(1997).Job satisfaction among America's teachers: Effects of workplace Conditions, Background characteristics, and teacher Compensation. Statistical Analysis Report.

Perrachione, B.A. Rosser, V.J, & Petersen, G, J. (2008). Why do they stay? Elementary Teachers 'perception of Job satisfaction and retention.Professional educator, 32(2), n2.

Reid –Cuningham, A.R.(2008).Maslow's theory of motivation and hierarchy of human needs: Acritical analysis. Unpublished thesis, school of soctatwelfareUniversity of California   Berkeley.

Ristaw, A, &Ristaw, L (2008) Human resource management. (3rded) cape town: Juta& Co.

Robbins, S.P. (2009). Essentials or organizational Behavior. New Jersey: Pearson.

Robbins, S.P. (2009).Essentials of organizational Behavior. (8th.ed). New Jersey: prentice Hill.

Rowan, B, Correnti, R, &Miller, R. (2002). What large scale survey Research Tells US About Teacher effects on student Achievement: insights from the prospects study of elementary school. The Teachers college Record, 104(8), 1525-1567.

Scott. (2004).Professional of fundamental Job characteristics and their level of Job satisfaction Mississippi state university extension service agents: Unpublished master's thesis State university.

Sesabga, K, &Garrett, R, M.(2005).Job satisfaction of university academics:erspectives from Uganda. Higher Education, 50(1), 33-56.

Shann, M. (1998).Professional commitment and job satisfaction among teachers in urban middle Schools. The Journal of education Research, 92(2):67-75).

Sharma, R.D, &Jyoti, J. (2009).Job satisfaction of university teacher: an empirical study. Journal of services Research,9(2),51.

Shukla, S. (2014).Teaching competency, professional commitment and job satisfaction- A
    study of primary school Teachers. JOSR Journal of Research & Method in
    Education, 4(3), 44-64.

  Suma, S, &Lesha,J.(2013). Job satisfaction and organization commitment: the case of
    Shkoder Municipality, European scientific Journal, 9(17).

Tickle, B. R, Chang, M, & Kim, S (2011). Administrative support and its mediating Effect
    on US public school teachers. Teaching and Teacher Education, 27(2), 342-349.

Ting, Y. (1997). Determinants of job satisfaction of federal government employees.Public
    Personnel management, 26(3), 313-334.

Vroom, VH.(1964). Work and motivation, New John Wiley and sons, Inc.

W, Greswell, J. (2003). Research Design qualitative, quantitavies and mixed Methods
    Approaches (2nded.ed vol.2). V, N, C. Deborah Laughton, end). Nebraska, Lincoln,
    Thousand oaks' London new Dethi: sage publications, Inc.

Ware, H, &Kitsantas, A. (2007) Teacher and collective efficacy beliefs as predicators of
    Professional commitment. The Journal of educational Research,, 100(5),303-310.

Zembylas, M, &papanastasiou,E.(2006).Sources of teacher job satisfaction and
    dissatisfaction in Cyprus. Compare, 36(2), 229-247.

Appendix A

Teachers' Job Satisfaction and Commitment

Jimma University

College of education and Behavioral science, Department of Educational planning and management

Questionnaire for teachers

Dear Respondents:

I am MA students in Jimma University, and I conducting study on Job satisfaction and work commitment of secondary school teachers in GommaWareda.

Instructions: No need of writing your name

Part I: - put (√) mark on box about your personal information

1. School name ----------------------------

2. Sex: male ☐   Female ☐

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

4. Educational background: a) Diploma ☐   b) BA/BSC Bed degree ☐   c) MAMScMED ☐

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

6. Location of school   Rural ☐   Urban ☐

Part II: Questionnaire for teachers

Please, respond to all items given below by putting a tick (√) in the appropriate space using the follow scales: 1=strongly disagree, 2=disagree, 3=Undecided, 4=agree and 5= strongly agree.

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

No	Items	1	2	3	4	5
		Strongly	Disagree	Undecided	Agree	strongly
1	I am satisfied to become a teacher.					
2	I enjoy in my work.					
3	Teaching provides me with opportunity to use all my skills and knowledge.					
4	I am prefers to continue with teaching profession.					
5	Teaching profession is challenging job for me.					
6	I am interested to provide enough tutorial for different level student.					
7	There is fair distribution of work load in teaching.					

1. Please rate your level of job satisfaction and commitment on the current job. Very high ☐

High ☐   Medium ☐   Low ☐   Very low ☐

2. Rate your level of satisfaction for the items related to professional development or personal

advancement opportunities in the school.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1		2	3	4	5
		Strongly	Disagree	Disagree	Undecided	agree	strongly
8	Provision of job related workshops enhance my academic Performance.						
9	Availability of opportunity to attend workshops outside the school increases my knowledge						
10	Provision of in-service training with in school on various issues enhances my knowledge.						
11	I am satisfied availability of further professional development opportunity.						

12	I am satisfied with provision of school wide experience sharing with model schools.					

2. Rate your professional development or personal advancement strategies are accessible in your school? Very well ☐ wel ☐ Not decide ☐ poor ☐ Very Poor ☐

3. Rate your level of satisfaction for the items related to recognition.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
		Strongly	Disagree	Undecided	Agree	Strongly
13	In my school I am recognized for a job well done.					
14	The way I get full praise for the work I do.					
15	I get enough recognition from education leaders.					
16	I get enough recognition from my immediate supervisor for my work.					
17	The recognition given in the school is fairly assesses my work.					

4. Rate your level of satisfaction for the items related to achievement.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
		Strongly	Disagree	Undecided	agree	Strongly
18	I am satisfied with my professional ability to perform my job.					
19	Received academic rewards from school is increased my job satisfaction.					
20	My accomplishments of task are similar with the schedule of school.					
21	I am satisfied with the successes gained by my students.					

5. Rate your level of satisfaction for the items related to responsibility.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1 Strongly Disagree	2 Disagree	3 Undecided	4 agree	5 Strongly
22	I am comfortable with appropriate execution of professional responsibility.					
23	I am satisfied with autonomy I have in making decisions about my daily tasks.					
24	Responsible to raise the awareness of the community.					
25	Freedom to use your judgment in the work.					
26	26 I feel comfortable with my present level of responsibility in my job.					
27	I am satisfied with my perceived level of professional autonomy					

6. Rate your level of satisfaction for the items related to promotion opportunities.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1 Strongly Disagree	2 Disagree	3 Undecided	4 agree	5 Strongly
28	Fairness promotion opportunities in school.					
29	I am satisfied with commitments different level management for my promotion.					
30	The promotion process and procedures used by my employer are fair.					
31	I am comfortable with the promotion opportunities available to me as a teacher.					

7. Rate your level of satisfaction for the items related to organizational policy and administration.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1 Strongly Disagree	2 Disagree	3 Undecided	4 agree	5 Strongly agree.
32	The presence of clear school based rule and regulation is satisfied me.					
33	Implementation of rule and regulation with in school is satisfied me.					
34	Treatment all teachers equally in the school.					
35	The way principals lead the school is satisfied me.					
36	I am satisfied with involvement of decisions in the school.					
37	The way the school deals with complaints.					

8. Questions that focused on supervision (technical) are listed below. Please, indicate your position by selecting the options that represents your feeling.

1=strongly disagree 2= disagree 3= not decide 4= agree 5= strongly agree.

No	Items	1	2	3	4	5
38	Supervisors initiate me to discuss on various academic issue					
39	Supervisors technically „know-how" to support me.					
40	I am supervised in a supportive and democratic manner.					
41	School supervisors observe classroom instructions regularly.					
42	School supervisors provide training on various issues.					

9. Rate your level of satisfaction for the income related condition listed below.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
43	My monthly salary is sufficient to satisfy all important expenses.					
44	I am satisfied with timely payment of salary.					
45	My salary enhanced job commitment.					
46	I am underpaid in relation to my efforts.					
47	Additional incentive received for extra work.					
48	I entered the teaching profession because of its good pay.					

10. Items that focused on school and work relationship are listed below; please show your position from the given alternatives. 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
49	I am satisfied with the relations" of the school management team.					
50	I am satisfied with staff members" cooperation to work.					
51	I am satisfied in relationship with the school students.					
52	I am satisfied in the relation with staff members.					
53	I am satisfied work with relationship of supervisors.					

3. What do you say about your work relationship (cooperation with staff, management team, student…etc.)

_____

_____

_____.

11. Items that focused on yours working condition in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

3. How do you rate the practice of transfer of teachers" within zone and woreda?

No	Items	1	2	3	4	5
54	I am satisfied with creating clean, initiating and comfortable working area.					
55	I am satisfied with accessibility of transportation.					
56	I would not like to be transferred to another school.					
57	I am satisfies with participation in co-curricular activities in school.					
58	I am satisfies with supply of sufficient amount of material, tools for teaching learning process.					
59	I am interested to attend all the time in my instructional class in the school.					
60	Student attitudes towards education in school is enhanced my job satisfaction.					
61	I am satisfied refreshment material of within school (DSTV, Tennis,.)					

. Highly unfair ☐   Unfair ☐   Slightly fair ☐   Fair ☐   Highly fair ☐

4. What do you say about your work condition? (School facilities attractiveness etc.) _____

_____

_____

5. What do you say about influence of residence (housing) challenges in your job satisfaction in your work environment?

_____

_____

_____.

Part III: teachers" commitment questioners

Please, respond to all items given below by putting a tick (√) in the appropriate space using

the following scales: 1= strongly disagree, ☐   2 = disagree, ☐   3 = Undecided, ☐

4 = agree ☐   and 5 = strongly agree. ☐

1. Items that focused on teachers" affective commitment in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

2. Items that focused on teachers" continuance commitment in the school are listed below;

No	Items	1	2	3	4	5
1	My teaching profession is important to my self-image.					
2	I believe that my school image is my image.					
3	I am proud to be in my teaching profession.					
4	My profession is a great deal of personal meaning for me.					
5	I feel emotionally attached to my teaching.					
6	I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.					
7	I do not mix my feeling, emotions and personal problems in my profession work.					

Please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

3. Items that focused on teachers" normative commitment in the school are listed below;

No	Items	1	2	3	4	5
8	Changing teaching profession now would be difficult for me to do.					
9	Too much of my life would be disrupted if I were to change my teaching profession now.					
10	For me personally, the cost of leaving teaching would be far greater than the benefit.					
11	I would not leave teaching right now because I have a sense of obligation to teaching.					
12	I will not change teaching if I am offered better working condition and safety in other sector.					

please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

1. The relation between teachers" job satisfaction and their commitment are:

No	Items	1	2	3	4	5
13	I would feel guilty if I left my teaching profession.					
14	I am in my teaching profession because of my sense of loyalty to it					
15	I feel a strong sense of belonging to my teaching.					
16	I dislike those who hamper the image of my teaching.					

A/ verylow ☐   B/ low ☐   C/ no relation ☐   D/ high ☐   E/ very high. ☐

THANK YOU!

Appendix B

Teachers' Job Satisfaction and Commitment

Jimma University

College of education and Behavioral science, Department of Educational planning and

Management

Interview guidelines for vice- principals, principals, and supervisors

The main objective of this interview guideline is to collect extensive information about secondary school teachers" job satisfaction. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ Age _____Current position _____ Service year _____

1. How do you feel about relation between teachers" job satisfaction and their commitment in their job?
2. How does the teachers' perceive job itself among secondary school of Jimma Zone?
3. How teachers see current professional development or personal advancement in secondary school?
4. How are teachers recognized in your Woreda for better performance?
5. How do you say about achievement of teachers in their work?
6. How do teachers discharge their responsibility in the job?
7. Do the promotions of teachers are adequate with relation of their work in school?
8. How do you say about the practices supervision in secondary school?
9. What do you say about work environments of secondary school?
10. How teachers' salary and others incentives perceived in relation to their effort?
11. How do you evaluate the commitment of teachers' on the job (as seen from affective commitment, continuance Commitment and normative Commitment)?
12. What measure should be taken to improve teachers' job satisfaction and their commitment?

THANK YOU!