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**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT
MASTERS OF BUSINESS ADMINISTRATION PROGRAM**

**EFFECT OF MOTIVATIONAL FACTORS ON
ORGANIZATIONAL COMMITMENT; A CASE STUDY OF
GIBI GEBREAL AND HOLY TRINITY CATHEDRAL
PRIVATE SCHOOLS**

BY:

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ADVISOR:

HAILEMARIAM (PhD)

**APRIL, 2025
ADDIS ABABA, ETHIOPIA**



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**EFFECT OF MOTIVATIONAL FACTORS ON ORGANIZATIONAL
COMMITMENT**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY, COLLEGE OF
BUSINESS AND ECONOMICS, FOR THE PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF BUSINESS
ADMINISTRATION.**

BY: BETHLHEM MULUGETA

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**APRIL, 2025
ADDIS ABABA, ETHIOPIA**

Declaration

I hereby declare that this thesis entitled “Effect of Motivational factors on organizational commitment”, has been carried out by me under the guidance and supervision of Hailemariam (PhD). The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

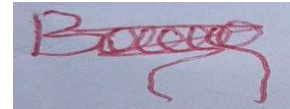
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CERTIFICATE

This is to certify that the thesis entitles “Effect of Motivational factors on organizational commitment”, submitted to Addis Ababa University College of business and economics for the award of the Degree of Master of Business Administration (MBA) and is a record of bona fide research work carried out by Bethlhem Mulugeta under our guidance and supervision.

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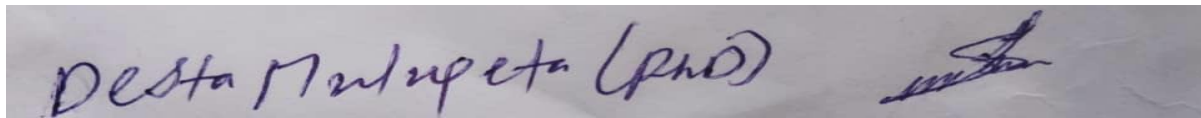


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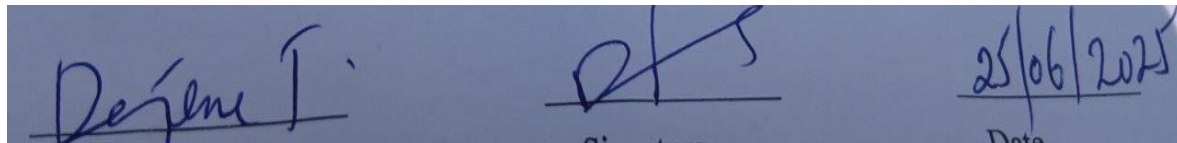


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Table of Contents

Acknowledgment	vi
List of Tables	x
List of Figures	xi
Abstract	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem.....	2
1.3 Objective of the study	3
1.3.1 General objective	3
1.3.2 Specific objective	3
1.4 Hypothesis of the study	4
1.5 Significance of the Study	4
1.6 Limitations of the Study.....	5
1.7 Scope of the study.....	5
1.8 Outline of the study	6
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.1 Concepts and Definitions	7
2.1.1 Organizational Commitment.....	7
2.1.2 Extrinsic Motivation	8
2.2 Theoretical Foundations of Organizational Commitment and Extrinsic Motivation	9
2.3 Empirical Evidence on Motivational Factors and Organizational Commitment	10
2.3.1 Salary and Organizational Commitment	10
2.3.2 Technical Supervision and Organizational Commitment	11
2.3.3 Training/Professional Development and Organizational Commitment	13
2.3.4 Working Conditions and Organizational Commitment	15
2.4 Contextual Gap: Ethiopia's Private Education Sector	16
2.5 Conceptual Framework.....	17
CHAPTER THREE	18
METHODOLOGY	18
3.1 Introduction	18

3.2 Research design	18
3.3 Research approach.....	18
3.4 Data Sources and Types	19
3.5 Population	19
3.6 Sampling Technique and Sample Size	19
3.7 Method of data collection.....	20
3.7.1 Quantitative Data Collection	20
3.7.2 Qualitative Data Collection	20
3.8 Description of Variables.....	21
3.9 Model Specification	22
3.10 Validity and Reliability.....	22
3.10.1 Validity.....	22
3.10.2 Reliability.....	22
3.11 Method of Data analysis.....	23
3.11.1 Quantitative Data Analysis	23
3.11.2 Qualitative Data Analysis	23
3.12 Ethical Considerations	23
CHAPTER FOUR	24
DATA ANALYSIS AND DISCUSSION	24
4.1 Introduction	24
4.2 Respondent Rate.....	24
4.3 Reliability Analysis.....	25
4.4 Descriptive Statistics	26
4.4.1 Demographic Data	26
4.4.2 Salary Satisfaction	27
4.4.3 Supervision Quality	29
4.4.4 Training & Professional Development.....	31
4.4.5 Working Conditions.....	33
4.4.6 Organizational Commitment.....	35
4.5. Inferential Statistics.....	37
4.5.1 Correlation Analysis	37
4.5.2 Assumptions of Multiple Linear Regression.....	40
4.5.3 Multiple Regression Analysis	43

4.6 Hypothesis Test Analysis	46
4.7 Thematic analysis of qualitative data.....	48
4.8 Comparative Analysis of Quantitative and Qualitative Findings.....	50
CHAPTER FIVE	52
CONCLUSIONS AND RECOMMENDATIONS	52
5.1 Introduction.....	52
5.2 Overview of Main Findings	52
5.3. Conclusions	54
5.4. Recommendations	54
5.5. Suggestions for Further Studies	55
Reference	55
Appendix.....	63

List of Tables

Table 2: Response Rate	24
Table 3: Summarizes the results of the Cronbach's Alpha analysis	25
Table 4: Demographic Data Summary	26
Table 5: Result of descriptive statistics of Salary Satisfaction	28
Table 6: Descriptive statistics of Supervision Quality	30
Table 7: Result of descriptive statistics of Training & Professional Development	32
Table 8: Result of descriptive statistics of Working Conditions	34
Table 9: Result of descriptive statistics of Organizational Commitment.....	36
Table 12: Correlation Matrix	38
Table 13: Collinearity Statistics	41
Table 14: Model Summary.....	43
Table 15: ANOVA Table	44
Table 16: Multiple Regression Coefficients.....	44

List of Figures

Figure 1: Conceptual Framework	17
Figure 2: Scatter plots	40
Figure 3: Histogram	42

Abbreviations

AAU: Addis Ababa University

CBE: College of Business and Economics

MoE: Ministry of Education

OC: Organizational Commitment

VIF: Variance Inflation Factor

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

OECD: Organization for Economic Co-operation and Development

UNESCO: United Nations Educational, Scientific and Cultural Organization

Abstract

This study examined the impact of extrinsic motivational factors on organizational commitment among teachers at Gibi Gebreal and Holy Trinity Cathedral private schools in Addis Ababa, Ethiopia. A mixed-methods design was employed, combining quantitative surveys (148 teachers, 90.2% response rate) and qualitative interviews (12 participants). Teachers were selected through a census sampling technique, encompassing all 164 teaching staff across both schools. Quantitative data were analyzed using descriptive and inferential statistics (SPSS v26), including correlation and regression analysis, while qualitative responses were thematically coded (NVivo 12). Findings revealed that salary satisfaction had the strongest correlation with commitment, followed by working conditions and supervision quality, while training showed moderate influence. Qualitative themes highlighted delays in salary payments, inconsistent supervision, and inadequate training opportunities. The study concluded that policy reforms such as competitive compensation, structured mentorship, and resource investment could enhance commitment.

Keywords: Extrinsic motivation, organizational commitment, teacher retention, private schools, Ethiopia

CHAPTER ONE

INTRODUCTION

In this chapter, we would discuss about background of the study, statement of the problem, objective of the study, significance of the study, outline of the study scope and limitation of the study. In general, the chapter would present the introductory part of the study.

1.1 Background of the study

Teacher dedication to their schools played a crucial role in student achievement and institutional success. When educators felt genuinely connected to their workplace, they typically remained longer and performed better. Global research consistently demonstrated that job satisfaction, supportive leadership, and positive school culture significantly influenced teacher retention. The foundational work of Meyer and Allen (1984) had identified three distinct dimensions of workplace commitment - emotional attachment, practical necessity, and moral obligation - concepts later validated across diverse educational systems.

Across Africa, numerous studies examined educator commitment in various school environments. Researchers consistently found that employment stability, recognition from administrators, and effective supervision strongly correlated with teacher loyalty. South African studies, for instance, clearly established that institutional culture and leadership approaches directly impacted educator dedication levels (Meyer et al., 2016). These findings emphasized the importance of context-specific strategies for improving teacher commitment.

In Ethiopia, educational policymakers had increasingly focused on teacher commitment issues during recent years. A 2023 healthcare sector study in Oromia region revealed parallel findings - professional satisfaction, recognition, and quality leadership all enhanced workforce dedication (BMC Health Services Research). The education sector faced similar dynamics, where school environment and administrative support proved critical for teacher retention.

Ethiopian educators confronted unique professional challenges. Multiple studies documented how inadequate compensation, resource shortages, and limited professional development opportunities undermined teacher morale (Journal of Education and Educators, 2016). These persistent issues

necessitated policy interventions addressing both compensation structures and career advancement pathways.

Compensation and recognition systems emerged as particularly significant factors in Ethiopia's educational context. Empirical evidence demonstrated that competitive salaries, performance recognition, and transparent promotion criteria substantially improved teacher retention (Siregar, 2022). Schools that effectively implemented these measures typically developed more stable, engaged faculty teams.

Workplace conditions equally influenced professional commitment. Research confirmed that adequate teaching materials, supportive supervision, and positive institutional climates fundamentally affected educator retention (BMC Health Services Research, 2023). For Ethiopia's education system, improving these operational aspects remained essential for maintaining instructional quality.

The general success of an educational institution depends on the dedication of the teachers, and also it has direct relationship with the extent of motivation that they have with in the institution. Teachers are school's most valuable resources; teacher motivation problems decide schools' achievement in decisive way. Saraswathi (2011) defines motivation as a tendency to get activated to put in high effort towards organizational objectives. Subject to the possibility of the effort to fulfill some individual needs. Motivation is the force that pushes people to act in a particular way. It can also be viewed according to the strength of the motives. Motives are desires, drives or wants, needs in a person.

Ultimately, teacher commitment resulted from multiple interconnected factors including fair compensation, functional work environments, and effective leadership. Understanding these complex dynamics enabled the development of targeted strategies to enhance educator retention. Schools that successfully fostered genuine faculty commitment consistently achieved better educational outcomes, benefiting teachers, students, and communities alike.

1.2 Statement of the problem

The Ethiopian education system requires a highly motivated teaching workforce with strong organizational commitment to improve student learning outcomes (Meyer et al., 2021). While the government has implemented policies to enhance teacher motivation through better compensation

and working conditions (UNESCO, 2022), significant gaps remain between policy intentions and actual classroom realities. Previous studies have primarily focused on public schools, leaving a critical research gap regarding private institutions which educate 30% of urban students (MoE, 2023).

Current research indicates that over 60% of Ethiopian teachers feel undervalued due to low salaries and poor working conditions (BMC Education, 2024), but these studies fail to differentiate between public and private school contexts. This represents a significant knowledge gap, as private schools operate with different funding structures and management systems that may influence teacher motivation differently (World Bank, 2023). While Siregar's (2022) work on extrinsic motivation provides valuable insights, it doesn't specifically address the unique challenges of Ethiopian private schools.

The existing literature also lacks comprehensive studies examining how multiple extrinsic factors - salary, supervision, training, and working conditions - collectively influence organizational commitment in this specific context. Most research examines these variables in isolation (Asfaw et al., 2023), creating a gap in understanding their combined effects. Furthermore, while the African Union (2023) has identified teacher motivation as a continental challenge, country-specific solutions for Ethiopia's private education sector remain underexplored.

This study addresses these gaps by: 1) focusing specifically on private schools, 2) examining the combined effect of four key extrinsic motivators, and 3) providing context-specific data for policymaking. By employing a mixed-methods approach, it overcomes the limitations of previous single-method studies (Journal of Education and Educators, 2023) to offer a more nuanced understanding of teacher commitment drivers in Ethiopia's growing private education sector.

1.3 Objective of the study

1.3.1 General objective

The primary objective of this study was to investigate the effect of extrinsic motivation factors on teachers' organizational commitment.

1.3.2 Specific objective

The study aimed to achieve the following specific objectives of teachers' organizational commitment at Gibi Gebreal and Holy Trinity Cathedral private schools:

1. To assess the effect of technical supervision on teachers' commitment, determining how different supervisory practices influence their engagement and job satisfaction.
2. To determine the effect of training and professional development activities on teachers' organizational commitment, exploring how these affect their job satisfaction.
3. To explore the role played by the working environment in teachers' level of commitment, identifying those work environment characteristics that enhance or undermine their commitment to teaching.

1.4 Hypothesis of the study

- H1: Salary has a positive and significant effect on degree of organizational commitment.
- H2: Supervision quality has a positive and significant effect on organizational commitment.
- H3: Training & professional development has a positive and significant effect on organizational commitment.
- H4: working conditions has a positive and significant effect on organizational commitment.

1.5 Significance of the Study

Education was the central pillar of person and society progress and contributed significantly to person development, health, and general achievement. Teachers were instrumental in this, as dedication, passion, and involvement by teachers were in direct proportion with education quality. Awareness of the determinants that strengthened teachers' organizational commitment was of interest to stakeholders such as policymakers, schools, teachers, and learners. The study enlightened the motivational mechanisms that influenced the commitment of teachers, hence facilitating the formulation of certain policies that would improve the performance of education.

Through the identification of effective measures for teacher motivation, the policymakers guided their pay plan, professional development, and working conditions decisions. The findings of the study guided the school administration and administrators to craft supportive environments that

enhanced teacher motivation and commitment. The implementation of the recommended measures led to increased staff satisfaction, less turnover, and higher educational quality, yielding the well-being of the school community.

Second, the study focused on the outside motivational forces and their effect on teachers' allegiance. Teachers grew to be sensitive to themselves and those working conditions within their surroundings that were contributing to job-satisfaction. That awareness allowed them to struggle for improving working conditions and professional growth. Finally, teacher dedication and enthusiasm directly influenced the students' results to produce high-achieving and happy students as well as society overall in the form of well-educated and empowered citizens who drive social and economic development.

1.6 Limitations of the Study

- The study only involved two private schools in Addis Ababa, limiting generalizability to other regions of the country or government schools in Ethiopia.
- Measures relied on teachers' self-reports, whose personal views may not always represent objective truth due to individual bias or social desirability bias.
- Variables were measured at a single point in time, ruling out causal inference about the effect of motivational variables on commitment over time.
- High correlations between predictors (i.e., supervision and compensation) made it difficult to isolate their individual effects on organizational commitment.
- It was poorly represented by early-career teachers and female teachers, which could have skewed results towards mid-career males' perceptions.

1.7 Scope of the study

This study sought to empirically test the organizational commitment of teachers in Gibi Gebreal and Holy Trinity Cathedral private schools, located in Arada Sub City, Addis Ababa, Ethiopia. This research focused mainly on the impact of extrinsic motivational factors such as remuneration, work environment, technical supervision, and professional development opportunities on teachers' commitment level. By concentrating on these two schools, the study aimed at making a more in-

depth analysis of the particular problems and incentives faced by teachers in the Ethiopian private education sector.

The time frame of this study was set during the 2024/2025 academic year to enable there to be examination from recent trends and issues of organizational commitment and teacher motivation. Methodologically, a mixed-methods approach was employed through combining quantitative questionnaires and qualitative interviews to gather in-depth information from the teachers. This enabled further understanding of the determinants of organizational commitment so that findings were maintained and relevant to the education system of Ethiopia.

1.8 Outline of the study

The study was structured into five chapters. Chapter One contained the background of the study, the problem statement, and the delimitation of the research objectives, significance, scope, and limitation. Chapter Two elaborated on literature relevant to organizational commitment and motivational issues, and acted as the theoretical basis for the study. Chapter Three outlined the research design, data collection method, and analysis techniques. Chapter Four presented, analyzed, and discussed the data collected against the research hypotheses and questions. Finally, Chapter Five provided a summary of findings, concluded, and recommended to policymakers, schools, and future research in an attempt to address the implications of the study on enhancing the commitment of teachers in Ethiopia.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concepts and Definitions

2.1.1 Organizational Commitment

Organizational commitment (OC) reflects the psychological identification that an employee feels toward his/her organization, which shapes his/her motivation to make effort and stay loyal (Meyer & Allen, 1991). Organizational commitment is a vital concept in employee retention and performance study, as it measures how much a person identifies with and is committed to the workplace. OC is especially useful in high-involvement careers, like teaching, where sustained motivation has a direct bearing on organizational performance (Mowday et al., 2013). According to research, committed workers have fewer job turnover intentions and greater job satisfaction, which makes OC the very focus of organizational success (Allen & Meyer, 1996). Meyer and Allen's (1984) Three-Component Model of OC offer a basic perspective for understanding commitment. The first one, affective commitment, entails an emotional connection with the organization, with employees remaining because they desire to (Meyer et al., 2002). The second one, continuance commitment, involves perceived costs of termination, like financial security or compensation, forcing employees to remain because they must (McGee & Ford, 1987). The third, or normative obligation, is an ethical feeling of duty in which employees remain because they believe they ought to (Wiener, 1982). The three dimensions as a whole explain why employees remain with an organization, yielding a nuanced view of employee commitment. Affective commitment is especially pertinent in education, where emotional involvement has significant implications for teaching effectiveness and student achievement (Tsui & Cheng, 1999). Affectively committed teachers are more enthusiastic, more creative, and more resilient, essential elements in positive learning environments (Firestone & Pennell, 1993). Continuance and normative commitment, however, might foster compliance instead of enthusiasm, necessitating policy that elicits maximum emotional attachment (Somech & Bogler, 2002). Evidence shows supportive leadership, praise, and excellent work experience enhance affective commitment in teachers (Day et al., 2005). The interplay between these kinds of commitment varies with the context. In Ethiopia, where intrinsic motivators like pay and employment security are less than stable, comprehending OC's multidimensionality helps to better solve teacher

retention (Bishaw & Melesse, 2017). While continuance commitment may be the dominant force in contexts of scarcity, cultivating affective commitment through intrinsic rewards—like professional development and positive school climates—can yield long-term payoffs (Asfaw et al., 2020). Thus, schools must adopt total strategies that cover all three OC components to have an energized and committed teaching workforce (Meyer & Herscovitch, 2001).

2.1.2 Extrinsic Motivation

Extrinsic motivation refers to behavior that is evoked by external rewards such as pay, promotion, praise, or job security (Herzberg, 1968). Unlike intrinsic motivation that is based on inner satisfaction, extrinsic motivation relies on tangible rewards or punishment to compel performance (Ryan & Deci, 2000). Extrinsic motivators hold more power to affect worker behavior in organizational settings, especially for those lines of work where career advancement and economic security are foremost concerns (Gagné & Deci, 2005). For teachers, extrinsic motivators such as competitive salary, structured supervision, and structured promotion paths hold strong impact on job involvement and job retention (Skaalvik & Skaalvik, 2011).

The relationship between extrinsic motivation and OC is well rooted, particularly in terms of continuance commitment (Deci & Ryan, 2000). Extrinsic rewards such as compensation and benefits create economic dependency, so employees are less likely to quite due to the perceived cost of departure (Meyer & Allen, 1991). Within resource-constrained environments common in most African education systems extrinsic rewards are the primary motivators of staff retention as staff prioritize security at work over emotional attachment (Bishaw & Melesse, 2017). However, heavy reliance on extrinsic rewards without meeting intrinsic needs can lead to conformity rather than actual commitment (Pink, 2009).

In the Ethiopian context, where teachers often suffer from low remuneration and precarious working conditions, extrinsic motivation plays a significant role in ensuring workforce stability (Asfaw et al., 2020). Evidence shows that improved salary provisions, prompt promotion, and positive supervision have the capability to enhance continuance commitment among teachers (MoE, 2023). However, in order to guarantee organizational survival in the long run, extrinsic motivators have to be complemented with intrinsic rewards, such as professional development and empowering work experiences, to achieve more equilibrated and sustainable commitment (Siregar,

2022). Hence, while extrinsic factors are required for short-term retention, their integration with intrinsic strategies is important to influence high rates of teacher commitment and performance.

2.2 Theoretical Foundations of Organizational Commitment and Extrinsic Motivation

The study draws primarily on Meyer and Allen's (1991) Three-Component Model of organizational commitment as its core theoretical framework. This model identifies three distinct dimensions of commitment: affective (emotional attachment), continuance (perceived costs of leaving), and normative (moral obligation to remain). The theory posits that these components develop through different psychological processes and have varying effects on work behavior (Meyer et al., 2002). This framework is particularly relevant for understanding teacher commitment as it accounts for both emotional and rational bases of workplace attachment.

For extrinsic motivation, the study applies Herzberg's (1968) Two-Factor Theory, which distinguishes between hygiene factors (extrinsic motivators like salary and working conditions) and motivators (intrinsic factors like achievement and recognition). The theory suggests that while extrinsic factors prevent dissatisfaction, they alone cannot create long-term commitment - a crucial distinction for educational settings (Skaalvik & Skaalvik, 2011). This aligns with Deci and Ryan's (2000) Self-Determination Theory, which positions extrinsic motivation on a continuum from external regulation to integrated motivation, emphasizing how external rewards can be internalized.

The research also incorporates aspects of Equity Theory (Adams, 1965) to examine salary satisfaction. This theory proposes that employees evaluate their inputs (effort, skills) against outcomes (pay, benefits) compared to referent others, with perceived inequities leading to reduced commitment (Allen & Meyer, 1996). In the Ethiopian context, this helps explain how teachers' perceptions of fair compensation influence their continuance commitment (Bishaw & Melesse, 2017).

For supervision quality, the study draws on Transformational Leadership Theory (Bass, 1985), which suggests that supportive supervision enhances affective commitment through idealized influence, inspirational motivation, and individualized consideration (Day et al., 2005). This is complemented by Leader-Member Exchange Theory (Graen & Uhl-Bien, 1995), which examines how supervisor-teacher relationships develop differently and affect commitment levels.

The investigation of working conditions utilizes Job Demands-Resources Theory (Bakker & Demerouti, 2007), which proposes that adequate job resources (like proper materials and safe environments) buffer against job demands and foster commitment. This is particularly relevant in resource-constrained educational settings (Asfaw et al., 2020).

Finally, the study integrates Human Capital Theory (Becker, 1964) to analyze training and professional development. This theory suggests that investments in employee development create commitment through enhanced skills and reciprocal obligations (Siregar, 2022). The combination of these theoretical perspectives provides a comprehensive framework for examining how different extrinsic factors influence teachers' organizational commitment in Ethiopian private schools.

2.3 Empirical Evidence on Motivational Factors and Organizational Commitment

2.3.1 Salary and Organizational Commitment

The relationship between salary and organizational commitment (OC) has been explored extensively in various global settings. Meta-analytic studies conducted by Judge et al. (2010) reported a moderate and positive correlation ($r = 0.32$) between salary and OC levels, particularly in developing economies where economic security is the priority of employees. This finding agrees with Meyer and Allen's (1991) factor of continuance commitment, which indicates that employees remain in organizations due to economic necessity when other job opportunities are limited. The study also noted that though compensation is not the sole determinant of commitment, it remains a fundamental variable that influences the rest of the work-commitment dimensions, especially in more deprived settings where basic needs take precedence (Judge et al., 2010).

In Africa, the influence of salary on teacher commitment has been demonstrated through several empirical works. Ng'ang'a and Nyong'o (2018) conducted a study in Kenya that confirmed that a 22% rise in teachers' salaries also increased organizational commitment levels. The researchers attributed this rise to reduced financial constraints and increased job satisfaction that rendered teachers more likely to dedicate their time to schools in the long term. Similar trends have been observed elsewhere across the African continent, with adjustments to pay having been used as a strategic tool to combat turnover issues in the education sector (Bishaw & Melesse, 2017). Such

findings serve to underscore the instrumental value of competitive pay as a means of keeping good teachers on the continent.

The context in Ethiopia is a especially strong case when it comes to understanding the nexus between commitment and pay. According to a BMC Education 2023 study, Ethiopian public schools' low pay rates were directly related to excessive teacher turnover, particularly of novice teachers. Most teachers reported seeking alternative employment or off-the-books work to support low compensation, which drew away from teaching priorities (Asfaw et al., 2023). This is exacerbated by inflation and rising living costs in urban areas like Addis Ababa, where even private school teachers experience financial hardships despite relatively better remuneration than public schools (World Bank, 2023).

Even comparative studies between private and public schools in Ethiopia support the salary-commitment mechanism. Though private schools tend to provide better pay, it has been found that this does not necessarily mean proportionally increased levels of commitment, and other factors such as work environment and opportunities for professional development are assumed to intervene in this process (Siregar, 2022). Again, though, in each, teachers continually cite salary as a top issue impacting their commitment, with many considering abandoning the profession when financial requirements are not fulfilled (MoE, 2023). This is consistent with worldwide trends where decent remuneration forms the minimum prerequisite for ensuring employee retention, especially in challenging vocations such as teaching.

Evidence reveals that although pay by itself cannot ensure high organizational commitment, it is still an indispensable determinant that makes other motivational schemes function. In poor education systems like Ethiopia's, salary deficits should be remedied as a matter of priority to decision-makers who aim to boost teachers' commitment and performance (UNESCO, 2022). Further studies can explore the optimal salary standards and supportive measures that together enhance commitment, particularly in developing economies where education quality is highly dependent on teacher continuity (Bishaw & Melesse, 2017).

2.3.2 Technical Supervision and Organizational Commitment

The technical competence of supervision is central to shaping the organizational commitment of teachers, particularly their affective commitment towards schools. An OECD study (2019) shows

how facilitating, non-punitive supervision leaves a deep impression on the emotional connection of teachers towards their schools. Such supervision, characterized by regular constructive criticism, professional guidance, and collaborative problem-solving, gives rise to a sense of value and belongingness in teachers. When teachers perceive their supervisors as mentors rather than critics, they are more likely to establish healthy affective relationships with their schools (Hallinger & Heck, 2011). This relationship is particularly vital in school settings where teacher independence and professional growth are significant in providing job satisfaction and job retention.

Effective technical supervision also results in organizational commitment through various channels. First, it provides teachers with clear expectations and the necessary support to meet on professional standards, reducing role uncertainty and anxiety (Leithwood et al., 2020). Second, effective supervision facilitates ongoing professional growth, allowing teachers to develop their teaching approaches and advance their careers in the organization (Robinson et al., 2008). Third, as supervisors demonstrate trust and respect for professional judgment by teachers, this enhances organizational justice perception on the part of teachers, which has a direct link with affective commitment (Somech & Bogler, 2002). These mechanisms explain the observation that schools with good supervisory practices usually record higher levels of teacher participation and reduced turnover.

The schooling context in Ethiopia has certain technical supervision issues. A 2022 article published in the *Journal of Ethiopian Education* established that while 65% of educators in Addis Ababa appreciated supervisory comments, many reported they received inadequate constructive supervision. Most supervisors tended to focus more on monitoring adherence rather than professional development, which created a gap between teacher needs and supervisory practices (Alemu & Abebe, 2022). This discrepancy between reality and expectations has profound implications for organizational commitment, as teachers who perceive that they are not supported in their professional development will be more likely to feel lower job satisfaction and contemplate leaving their jobs (Bishaw & Melesse, 2017).

There are various reasons why technical supervision in Ethiopian schools is in its current state. Inadequate training of supervisors, high workload, and bureaucratic reporting constraints tend to hinder effective supervisory engagements (MoE, 2023). In addition, most Ethiopian institutions' structural nature can create power distances that do not encourage open communication between

teachers and supervisors (Haileselassie, 2021). These are intensified in low-resource environments where supervisors must carry out administrative work alongside instructional leadership. Some effective practices have been created in some Ethiopian schools where supervisors are instituting more collaborative approaches to teacher development (Asfaw et al., 2020).

Improving technical oversight in Ethiopian schools means reform at multiple levels in the system. At the policy level, more specific regulations and norms governing supervisory processes could help standardize expectations across the education system (World Bank, 2023). Institutionally, providing supervisors with advanced training in instructional leadership and mentoring can enhance their capacity to improve teacher growth (Hallinger, 2018). At the school level, organizing opportunities for peer observation and collaborative reflection may complement formal supervision (Timperley et al., 2007). These reforms have the potential to significantly enhance organizational commitment among teachers by creating more integrated professional learning environments that value and support educator development.

2.3.3 Training/Professional Development and Organizational Commitment

There is a vast amount of international research that demonstrates the significant influence of training and professional development on organizational commitment (OC). A in-depth Gallup (2021) study in 35 countries revealed that access to good training programs increases workers' engagement by as much as 18% on average. This is achieved through many avenues: by improving professional skills, offering career advancement opportunities, and inducing a sense of firm interest in worker development. Particularly for knowledge-work professionals like instructors, continuous professional development is at once an incentive and a retention tool, satisfying employees' intrinsic needs for competence and significance (Deci & Ryan, 2000). The study further supported that companies with systematic development programs have 23% more committed employees compared to those without them (Gallup, 2021).

These mechanisms through which training influences OC are well-established in organizational psychology literature. Participation in developmental activities increases affective commitment by increasing employees' emotional attachment to their organization since they feel cared for by the institution to improve themselves (Meyer & Allen, 1991). Concurrently, it generates normative commitment as workers feel obligated to the organization that has helped them improve their skills (Gould-Williams, 2007). In education, in fact, teachers who are repeatedly trained are more

pedagogical self-efficacious and creative, which leads to higher job satisfaction and school commitment (Desimone, 2009). These impacts are even more intensified when training is supported by teachers' actual classroom concerns and career aspirations (Guskey, 2002).

The Ethiopian education system presents another scenario where very few training opportunities have negative impacts on teacher commitment. The Ministry of Education's annual report (2023) identified that inadequate professional development opportunities significantly decrease teachers' normative commitment - their ethical responsibility to remain with their schools. Many Ethiopian educators mention being professionally stagnant after 3-5 years of experience due to sporadic training sessions (Asfaw et al., 2023). This stagnation results in high turn-over rates, particularly among mid-career teachers in search of opportunities for growth. This is exacerbated in rural areas where only 28% of educators reported receiving any type of professional development in the past two years (MoE, 2023).

Comparative studies between Ethiopian government and private institutions reveal intriguing variations in this interaction. Although private institutions are more likely to offer more frequent training sessions, the quality and relevance of such programs do not usually live up to teachers' expectations (Siregar, 2022). The majority of professional development activities revolve around administrative compliance rather than pedagogical innovation, which limits their impact on real pedagogic practice (Alemu & Abebe, 2022). The gap between training content and classroom needs lowers the prospects of desired outcomes on OC, suggesting that training frequency alone cannot compensate for low quality or improper alignment with teacher needs (Timperley et al., 2007).

Combating these problems requires systemic changes in Ethiopia's teacher professional development system. World best practice also prescribes that effective programs need to be continuous, classroom-based and collaborative and not workshop-based, one-off (Darling-Hammond et al., 2017). The World Bank's (2023) Ethiopia Education Sector Assessment does prescriptively recommend investment in school-based professional learning communities in which teachers are able to engage in continuous, practice-based development. Such modifications could potentially reinforce all three dimensions of OC - affective (through professional satisfaction), continuance (through career advancement opportunities), and normative (through reciprocal loyalty). Combined with improved working conditions and remuneration, robust professional

development mechanisms can transform Ethiopia's teaching profession into a more stable and devoted professional cadre (UNESCO, 2022).

2.3.4 Working Conditions and Organizational Commitment

Working conditions are a key determinant of teachers' organizational commitment (OC), and classroom resources, physical safety, and manageable workloads have emerged as key determinants (UNESCO, 2020). Time and time again, evidence confirms that the extent of teachers' commitment differs significantly based on their daily working environment, which reinforces or hinders their professional effectiveness. Adequate teaching resources, decent classrooms, and access to technology all have a direct effect on teachers' capacity to deliver quality teaching, hence their job satisfaction and institutional commitment (Boyd et al., 2011). Hygiene and safe conditions in schools also improve teachers' well-being, while excessive workload and large class sizes lead to burnout and reduced commitment (Klassen & Chiu, 2010). These factors cumulatively influence teachers' perceptions of organizational support to which all three aspects of OC - affective, continuance, and normative commitment (Rhoades & Eisenberger, 2002) are significantly related.

There is considerable evidence on the working conditions-commitment relationship from African research. Adeyemi (2021) Nigerian study discovered that poor school infrastructure reduced the OC of teachers by 30%, which emphasized the deleterious effects of poor classrooms, lack of teaching materials, and unsafe conditions. Similarly, in South Africa, teachers in schools with more resources demonstrated 25% higher OC than teachers in resource-poor schools (Chikoko et al., 2015). African Union (2022) stated in its report on education that on the continent overall, teachers place working conditions as among their top three job satisfaction and retention factors. These findings capture the material foundations of teacher commitment, particularly in developing contexts where resources are scarce and have direct implications on daily classroom teaching practices (Mulkeen, 2020).

Comparative studies of Ethiopian private and public schools reveal significant contrasts in workplace settings and their effects on OC. Teachers in private schools generally report better physical infrastructures and smaller class sizes, which equate to moderately higher levels of commitment (Siregar, 2022). However, private schools tend to balance these advantages with

heavier teaching loads and poorer job security, thus triggering another series of issues (Bishaw & Melesse, 2017). Importantly, studies reveal that teachers' perceptions regarding working conditions are more significant than facts - once schools demonstrate a systematic plan to enhance conditions (even limited-scale), teachers are more committed regardless of initial conditions (Haileselassie, 2021). This finding highlights the significance of open communication and collaborative decision-making to address working condition challenges.

Improving working conditions to raise teacher commitment requires targeted interventions at different levels. At the policy level, the increased educational budgets must prioritize classroom construction, teaching materials, and staff facilities (World Bank, 2023). School boards can implement short-term change through developing resource management and maintenance systems (Leithwood et al., 2020). Above all else, teachers must be committed to prioritizing working conditions identification and resolution through regular feedback systems and school improvement committees (Robinson et al., 2008). When aligned with other drivers of motivation such as competitive wages and professional growth, better working conditions have the potential to form a cycle of increased teacher dedication and enhanced learner outcomes (OECD, 2019). For the education system of Ethiopia, these holistic strategies will be key in developing and retaining a dedicated teaching force that can lead quality education reforms.

2.4 Contextual Gap: Ethiopia's Private Education Sector

Ethiopia's private sector education is faced with issues unique to it and dissimilar from issues facing both public schools and private schools in other contexts. The variability of funding is a salient point, since the majority of private schools struggle to maintain stable salary grids with fluctuating tuition revenue and operating costs (World Bank, 2023). Fiscal insecurity impacts directly on the economic stability and organizational identification of teachers. Furthermore, crowded classrooms remain an acute problem, with class teacher-pupil ratios in Addis Ababa private schools frequently as high as 1:45 or more, creating challenging work conditions that compromise teaching efficiency and staff contentment (CSA, 2024). These problems are compounded by the high growth rate of the sector and poor regulatory measures, resulting in uneven standards of quality between institutions.

Despite these significant operational problems, research on extrinsic motivators in Ethiopian private schools is surprisingly sparse (Yazew, 2024). Most of the current research is centered

either on public schools or is based on treating the education industry as homogeneous, ignoring the unique dynamics of private institutions. This oversight leaves school administrators and policy makers without evidence-driven advice for responding to the particular motivational requirements of teachers in private schools. The gap in knowledge is particularly significant given the growing importance of private schools in Ethiopia, covering almost 30% of primary and secondary enrollments in urban areas (MoE, 2023). Filling this knowledge gap could offer insights into how to improve teacher retention and performance across Ethiopia's increasingly diversified education landscape.

2.5 Conceptual Framework

Conceptual study framework (Figure 1) illustrates the hypothesized relationships between extrinsic motivational factors (independent variables) and organizational commitment (dependent variable), using Meyer and Allen's (1991) Three-Component Model.

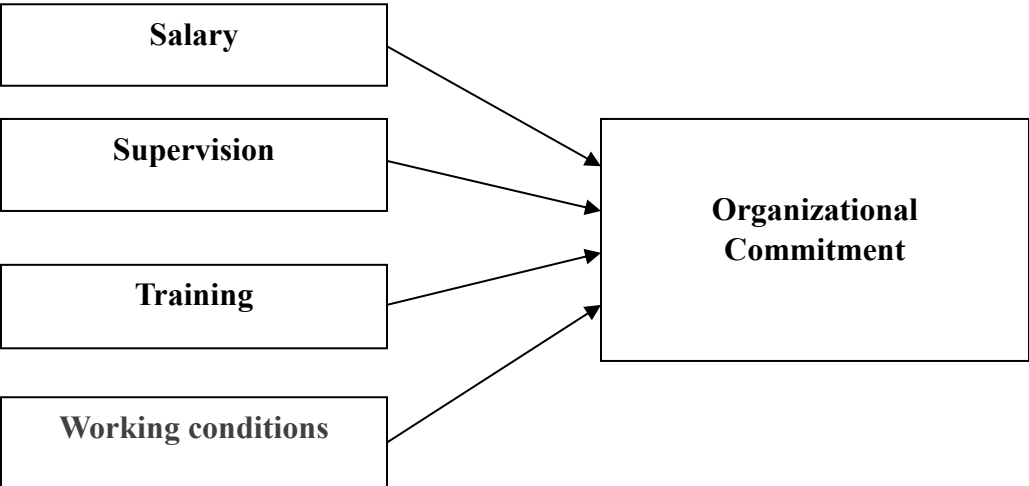


Figure 1: Conceptual Framework
Source: Meyer and Allen's (1991)

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Motivation and organizational commitment were briefly discussed in the earlier chapters. The aim of the research is to study the relationship between organizational commitment and external motivation factor. Specifically, the purpose of the research is to determine how organizational commitment is affected by external motivation. There are two types of motivation: intrinsic and extrinsic. Organizational commitment is categorized into three dimensions, namely affective, normative, and continuity, discussed in the previous chapter. Therefore, the scope of this study is to examine how motivation affects organizational commitment.

3.2 Research design

This study applies both descriptive and explanatory research designs to fully encompass the research objectives. The descriptive design facilitates systematic data collection of quantitative data in an attempt to record what and how relationships are present between motivational variables (salaries, supervision, training, working conditions) and organizational commitment, answering what and how questions about these variables. Meanwhile, the explanatory design taps into this base to achieve causal processes and contextual nuance so as to enable more probing into why and under what conditions these variables influence teacher commitment (Babbie, 2020). This is in synergy with the mixed-methods structure of this research, which is grounded in empirical rigor and theoretical richness.

3.3 Research approach

Research makes use of a mixed-methods approach that integrates qualitative and quantitative data collection to provide in-depth examination of the impact of extrinsic motivational drivers on organizational commitment. Quantitative data will be collected through standardized questionnaires to statistically examine relations between variables, while qualitative data through interviews and observations will provide contextualized information about teachers' experience and perception. This dual strategy not only supports the multilayered character of the research objectives but also enhances the validity of outcomes through methodological triangulation to supply an even more robust and trustworthy interpretation of findings. By combining quantitative

trends with qualitative narrative information, the research can cover both breadth and depth of organizational commitment dynamics in educational settings.

3.4 Data Sources and Types

This study utilizes both primary and secondary data to contribute comprehensively to the analysis of motivational drivers and organizational loyalty. Primary data will be collected directly from participants through organized questionnaires (quantitative) and semi-structured interviews (qualitative), providing first-hand information on instructors' experiences. Secondary data will be obtained from academic sources like peer-reviewed journal papers, published empirical research, organizational studies, and authoritative theoretical texts to situate findings in the body of study. This two-source approach enables triangulation of data to verify the study and merge original research with established field knowledge (Creswell & Creswell, 2018). Quantitative data will measure variables' relationships, while qualitative data will analyze more detailed contextual understanding of such relationships.

3.5 Population

The population of 164 teachers of the two private schools selected in Addis Ababa consists of 70 teachers employed in Gibi Gebreal and 94 teachers employed in Holy Trinity Cathedral, which is the entire number of teachers of all levels and subjects of the two institutions in the year 2024/2025. This defined population gives the sampling frame for studying the impact of extrinsic motivational factors on organizational commitment among private school teachers within the urban setting of Ethiopia. The inclusion of both schools' full teaching populations assures thorough representation of various teaching experiences, subject specialties, and demographic features appropriate to the purposes of this study.

3.6 Sampling Technique and Sample Size

This study utilized the census sampling method, the entire 164 teachers comprised of the whole teaching staff in both Gibi Gebreal (70 teachers) and Holy Trinity Cathedral (94 schools) private schools. The census procedure was intentionally selected because: (1) the comparably small population size permitted complete enumeration without financial constraints; (2) it prevented sampling bias in the sense of mirroring all subgroups in the teacher population; and (3) it provided maximum validity of results to be used in school-level organizational decision-making within these specific school contexts. By asking the entire population and not a sample, the research

provided thorough coverage of data by departments, experience levels, and demographic attributes while still keeping high statistical power for analysis. This approach was specifically suited due to the study's organizational-level analysis where every teacher's opinion played an important part in grasping commitment dynamics.

3.7 Method of data collection

3.7.1 Quantitative Data Collection

Quantitative data were collected from 164 teachers through structured questionnaires. The questionnaires utilized a 5-point Likert scale (1 = Strongly Disagree and 5 = Strongly Agree) to capture teachers' beliefs concerning extrinsic motivational factors (supervision, training, remuneration, working conditions) and organizational commitment. Pilot testing of research tools was done before complete use on 20 teachers from non-participating schools to assess clarity, reliability, and validity. Minor wording changes to questions were made based on pilot feedback to clarify without altering the intended constructs being assessed. Completed questionnaires were then distributed in person at every school during staff meetings to ensure high response rates.

Table 1: Summarizes the results of the Cronbach's Alpha analysis of Pilot Test

Variable	Number of Items	Cronbach's Alpha	Interpretation
Salary Satisfaction	7	0.811	Acceptable
Supervision Quality	7	0.816	Acceptable
Training & Professional Development	7	0.765	Acceptable
Working Conditions	7	0.777	Acceptable
Organizational Commitment	10	0.896	Acceptable
Overall Cronbach's Alpha	38	0.836	Acceptable

Source: own survey, 2025

3.7.2 Qualitative Data Collection

Structured questionnaires were employed for the collection of quantitative data, and all 164 teachers filled them out. The questionnaires were administered on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) in an attempt to measure teacher perceptions about extrinsic motivational factors (training, supervision, salary, working conditions) and organizational commitment. Pilot testing of the instruments of research was done prior to the final deployment using 20 staff from non-participating schools to try out for clarity, validity, and reliability. Pilot recommendations were employed with minor wording in question wording done to improve readability without compromising on the original constructs being assessed. Final questionnaires were personally delivered in all schools during staff meetings to ensure high response rates.

3.8 Description of Variables

The study examined three categories of variables organized according to their theoretical and operational roles in the research framework.

Independent variables: consisted of four extrinsic motivational factors:

- Salary (measured by satisfaction with compensation packages),
- Supervision (assessing quality of administrative support and feedback),
- Training (frequency and relevance of professional development opportunities),
- Working conditions (evaluation of physical resources and workload). These were measured through composite Likert-scale items adapted from validated instruments (Meyer & Allen, 1991; Spector, 1997).

Dependent variable

- Organizational commitment, was operationalized through Meyer and Allen's (1991) three-dimensional model: affective (emotional attachment), continuance (perceived costs of leaving), and normative (moral obligation) commitment.

All variables were precisely defined in the survey instruments with anchors corresponding to their theoretical constructs to ensure measurement validity (DeVellis, 2017).

3.9 Model Specification

The study employed a multiple regression model to examine the relationship between extrinsic motivational factors (independent variables) and organizational commitment (dependent variable).

The general form of the econometric model is specified as:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

Where:

- Y = Organizational commitment (dependent variable)
- β_0 = Intercept (constant term)
- $\beta_1, \beta_2, \beta_3, \beta_4$, = Regression coefficients for the independent variables
- X_1, X_2, X_3, X_4 = Independent Variables
- ϵ = Error term

3.10 Validity and Reliability

To provide reliability and validity to the research, certain measures were undertaken.

3.10.1 Validity

Validity was provided by using multiple means of verification. Content validity was provided by having the survey instruments validated by three organizational behavior and education management experts in order to provide assurance that each item was well measuring the target concepts: extrinsic motivational factors (supervision, training, compensation, working conditions) and organizational commitment dimensions (normative, continuance, affective). Construct validity was determined through exploratory factor analysis (EFA) empirically in SPSS v26, which confirmed unidimensionality of all scales with factor loadings of >0.5 (Tabachnick & Fidell, 2018).

3.10.2 Reliability

For verifying the reliability of the study, Cronbach's alpha was calculated to assess the internal consistency of the multi-item scales used in the questionnaire (Taherdoost, 2016). The Cronbach's alpha coefficient was maintained as a minimum at 0.70, which is broadly acceptable for reliable scales.

3.11 Method of Data analysis

3.11.1 Quantitative Data Analysis

The quantitative data were processed in the present study using SPSS v26 and applied both descriptive and inferential statistics. Extrinsic motivational variables (salary, supervision, and training, working conditions) and organizational commitment levels were quantified using descriptive statistics of means and standard deviations. Inferential statistics were then applied to establish variable relationships: Pearson's correlation analysis to establish bivariate relationships, and multiple regression analysis to establish predictive power of extrinsic motivators on organizational commitment after controlling for demographic variables. Normality assumptions, linearity, and homoscedasticity assumptions were tested through Shapiro-Wilk tests and scatterplots. All statistical tests used the 95% confidence level ($\alpha = 0.05$).

3.11.2 Qualitative Data Analysis

Qualitative interview data were analyzed using NVivo 12 based on Braun and Clarke's (2006) thematic analysis. Coding of transcripts was done inductively initially to obtain recurring patterns, and then deductive coding based on the theoretical study framework (Miles et al., 2014). Sifting of emerging themes was carried out through iterative comparison of cases, and a few representative quotes were selected to describe findings

3.12 Ethical Considerations

The study followed strict ethical practices throughout the research process. Prior approval was requested from the Addis Ababa University Institutional Review Board, and written informed consent was received from all participants, explaining to them the purpose of the study, their right to voluntary participation, and confidentiality procedures. All the data were coded with anonymized identifiers to hide participants' identities and stored securely on password-protected servers that could be accessed only by members of the research team. Participants were officially informed of their right to withdrawal at any moment with no recriminative actions, and recordings of interviews were destroyed after transcription.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented discussion and analysis of data gathered from the study on extrinsic motivational factors' influence on organizational commitment among teachers at Gibi Gebreal and Holy Trinity Cathedral private schools in Addis Ababa. Both quantitative and qualitative data were analyzed, and the results provided a general view of how various motivational factors influenced the level of commitment of teachers to organizations. The chapter was structured to initially reveal the demographic profile of the respondents, and then the quantitative data analysis in the form of descriptive and inferential statistics. This was followed by the qualitative findings of the interviews, wherein emergent themes of salary, supervision, training, working conditions, and organizational commitment in general were accorded prominence. This three-pronged approach attempted to triangulate the data to enable strong interpretation of how external motivational pressures affected teachers' organizational commitment in the Ethiopian education environment.

4.2 Respondent Rate

The respondent rate is the percentage of individuals who participated in the study out of the total individuals who were targeted or invited to participate. The response rate for the study is presented in the table below.

Table 1: Response Rate

General	Frequency	Percent
Filled and returned	148	90.2
Unreturned	16	9.8
Total	164	100.0

Source: Own Survey, 2025

The study achieved a very high response rate of 90.2%, where 148 of the 164 sampled teachers returned and completed the questionnaire, while 16 (9.8%) did not respond. Such a very high level of participation revealed high commitment by the teaching staff in Gibi Gebreal and Holy Trinity Cathedral private schools and enhanced the validity of the collected data by minimizing non-response bias. The high response rate likewise ensured that the research question was of interest

to the participants and that the data gathering strategies were successfully carried out, yielding a detailed basis for analysis.

4.3 Reliability Analysis

Reliability analysis plays a crucial role in establishing the stability and consistency of the measuring tools employed in measurement within this research. When establishing reliability for the extrinsic motivational factor and organizational commitment scales, Cronbach's alpha was calculated for each category. A greater Cronbach's Alpha value means greater reliability, with values of 0.7 and above being regarded as acceptable (Cortina, J. M., 1993).

Table 2: Summarizes the results of the Cronbach's Alpha analysis

Variable	Number of Items	Cronbach's Alpha	Interpretation
Salary Satisfaction	7	0.845	Acceptable
Supervision Quality	7	0.838	Acceptable
Training & Professional Development	7	0.763	Acceptable
Working Conditions	7	0.815	Acceptable
Organizational Commitment	10	0.854	Acceptable
Overall Cronbach's Alpha	38	0.949	Acceptable

Source: own survey, 2025

The reliability test exhibited superb internal consistency for every measurement scale, with Cronbach's alpha coefficients above the 0.7 mark (Cortina, 1993). To be precise, scales measuring salary satisfaction ($\alpha=0.845$), quality of supervision ($\alpha=0.838$), training and professional development ($\alpha=0.763$), working conditions ($\alpha=0.815$), and organizational commitment ($\alpha=0.854$) all displayed satisfactory to strong reliability. The total Cronbach's alpha of 0.949 for the full 38-item instrument demonstrated very high reliability, confirming that the survey items consistently measured their intended constructs and could confidently be utilized in proceeding with further statistical analyses. These results validated the research instrument's strength in measuring the relationship between extrinsic motivational factors and organizational commitment.

4.4 Descriptive Statistics

Descriptive statistics provide a summary of the data collected with the guided questionnaires, such as the attitudes of teachers towards extrinsic motivational factors and organizational commitment. This chapter presents the means, standard deviations, and frequencies of each variable.

4.4.1 Demographic Data

The most significant demographic variables taken into consideration are gender, age, teaching experience, and school affiliation.

Demographic Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Female	42	28.4	28.4	28.4
	Male	106	71.6	71.6	100.0
	Total	148	100.0	100.0	
Age	26–35 years	18	12.2	12.2	12.2
	36–45 years	64	43.2	43.2	55.4
	46–55 years	31	20.9	20.9	76.4
	Above 55 years	21	14.2	14.2	90.5
	Below 25 years	14	9.5	9.5	100.0
	Total	148	100.0	100.0	
Teaching Experience	< 2 years	35	23.6	23.6	23.6
	2-5 years	56	37.8	37.8	61.4
	6-10 years	46	31.1	31.1	92.5
	> 10 years	11	7.4	7.4	100.0
	Total	148	100.0	100.0	
School	Gibi Gebreal	62	41.9	41.9	41.9
	Holy Trinity Cathedral	86	58.1	58.1	100.0
	Total	148	100.0	100.0	

Table 3: Demographic Data Summary

Source: Own Survey, 2025

The gender distribution of the participating teachers was not balanced among the respondent population sample, whereby 71.6% (n=106) of the sample were male teachers and 28.4% (n=42) were female teachers. The unbalanced representation meant that there were potential gender differences in organizational commitment which could interfere with the study results even though gender itself was never tested as a moderator variable in analysis. Male domination among the survey respondents might be a sign of gender pattern of distribution in Ethiopian private schools or response bias in surveying.

Age distribution placed most teachers within the 36-45 years category (43.2%, n=64), and secondly, in the 46-55 years category (20.9%, n=31), both a veteran class of mature, experienced instructors with long classroom histories. A mere 12.2% (n=18) were in the 26-35 years category, and some of them were below 25 years of age (9.5%, n=14) or over 55 years of age (14.2%, n=21). This age breakdown supported teaching experience findings, with 37.8% (n=56) having between 2-5 years and 31.1% (n=46) having 6-10 years' experience, reflecting that the vast majority of participants were senior enough to be able to provide relevant information about determinants of organizational commitment. Underrepresentation of novice teachers (<2 years experience, 23.6%, n=35) and experienced teachers (>10 years, 7.4%, n=11) could have undermined the representativeness of the findings at different stages of the career lifecycle.

School affiliation information showed a slightly greater percentage from Holy Trinity Cathedral (58.1%, n=86) than from Gibi Gebreal (41.9%, n=62), conceivably due to varying school sizes or staff members' volunteering. This distribution guaranteed that both of the two schools' views were accounted for, even if the imbalance created the implication that Holy Trinity Cathedral's organizational policies and culture would have slightly more bearing overall. The overall population structure was a sound foundation upon which to investigate motivational drivers within the different subgroups of teachers, although it was appreciated that there were some groups (namely, women and early-career teachers) who were underrepresented in the sample.

4.4.2 Salary Satisfaction

This outlines the descriptive statistics of Salary Satisfaction variable, which is an indicator of teachers' satisfaction with their salary relative to their qualifications, requirements, and overall job satisfaction. The mean values and standard deviations of the questions in the survey were

compared. The survey questions were answered on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Descriptive statistics were shown in table 5:

Table 4: Result of descriptive statistics of Salary Satisfaction

Descriptive Statistics			
	N	Mean	Std. Deviation
My current salary reflects my qualifications and experience.	148	3.56	.653
Salary increments are predictable and based on clear criteria.	148	3.88	.932
My salary allows me to meet my family's basic needs comfortably.	148	3.56	.653
I receive my salary on time without unnecessary delays.	148	2.78	1.154
My salary is competitive compared to other private schools with similar roles.	148	3.55	1.109
The school's benefits package (e.g., health insurance, bonuses) meets my expectations.	148	3.86	.940
I am satisfied with how the school administration handles salary-related grievances.	148	3.22	1.142
Overall	148	3.49	

Source: Own Survey, 2025

Measuring salary satisfaction provided the overall positive sentiments of the teachers with the grand mean of 3.49 for all the items, which suggested moderate satisfaction of the teachers with salary offers. Teachers showed the maximum agreement on the items such as regular increases in salary (M=3.88, SD=0.932) and expected benefits packages (M=3.86, SD=0.940), which suggests that formal compensation programs as well as other benefits were highly formalized in these private schools. These findings are corroborated by Siregar's (2022) study of extrinsic motivation, in which transparent salary schemes and full benefits were key drivers of worker happiness in the education sector. However, the very low score of timely payment of salaries (M=2.78, SD=1.154) was a top complaint, indicating administrative problems with salary disbursement that could negatively impact teachers' morale and commitment.

Moderate on salary compared to qualifications ($M=3.56$, $SD=0.653$) and with other schools ($M=3.55$, $SD=1.109$) revealed that while compensation was in line on the whole, it still had a way to go before it could equal pay with market rates and professional standards. This finding corroborates Akhtar's (2014) Pakistani school research that determined salary competitiveness is one of the most important determinants of organizational commitment among teachers. Standard deviations of competitive salary and grievance handling ($SD=1.109$ and $SD=1.142$, respectively) explained a broad range of response, some being far more satisfied than others with these compensation areas. The variability might be the consequence of varying personal expectations or unequal implementation of salary policy across departments or levels of experience.

The relatively lower satisfaction with grievance management ($M=3.22$, $SD=1.142$) suggested potential defects in communication channels and conflict resolution systems to resolve compensation issues. As Meyer and Allen (1991) asserted in the theory of organizational commitment, responsible and fair administrative practice is an imperative to achieve employee trust and continuance commitment. The overall trend of results was that although the school pay systems were overall in operation, the follow-up on some complaints regarding payment timeliness and addressing grievances could further increase salary satisfaction. These findings validate Nujjoo and Meyer's (2012) contention that satisfaction with salaries in emerging environments not only depends on absolute figures, but also on the stability and perceived fairness of compensation schemes.

4.4.3 Supervision Quality

This table presents the descriptive statistics of the Supervision Quality variable, teachers' appraisal of the quality of supervisory feedback and support they receive in their professional practice. The calculation was based on the mean values and standard deviations of the questionnaire items, which were indicated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The descriptive statistics were presented in table 6:

Table 5: Descriptive statistics of Supervision Quality

Descriptive Statistics			
	N	Mean	Std. Deviation
My supervisor provides clear and actionable feedback on my teaching performance.	148	3.56	.867
School leadership encourages open communication and values teacher input.	148	3.75	.779
Administrative evaluations focus on professional growth rather than fault-finding.	148	3.57	.840
I receive adequate support to implement supervisory recommendations.	148	3.58	.898
Supervisors are accessible when I need guidance or assistance.	148	3.53	1.109
The school's supervision process is fair and transparent.	148	3.88	.932
Overall, supervisory practices at this school motivate me to improve.	148	3.47	1.084
Overall	148	3.62	

Source: Own Survey, 2025

The analysis of supervision quality indicated generally favorable attitudes on the teachers' part, with an overall mean score of 3.62, which signaled moderate to high levels of satisfaction with supervisory practices. The teachers rated the highest the fairness and openness of the supervision process (M=3.88, SD=0.932), which suggests administrative evaluations were conducted in an objective fashion. This finding aligns with Robinson et al.'s (2008) investigation of instructional leadership, in which open assessment systems are emphasized to enhance teachers' professional development and commitment. Additionally, the participants agreed that school leadership facilitated open communication (M=3.75, SD=0.779) and was developmental in nature as opposed to being fault-finding (M=3.57, SD=0.840), validating the function of supportive leadership in shaping teacher motivation (Hallinger & Heck, 2011).

Despite these positive trends, there were a few areas of concern. Supervisory accessibility ($M=3.53$, $SD=1.109$) and motivational influence of supervisory practices ($M=3.47$, $SD=1.084$) were comparatively lower rated, which indicated inconsistency in teacher perceptions of administrative support. The greater standard deviation for these items ($SD>1.0$) indicated that while some teachers were satisfactory in their perception of supervisory support, others perceived inconsistencies in response from supervisors. This finding echoes Leithwood et al.'s (2020) assertion that inconsistent supervisory availability can undermine trust and professional development within schools. Furthermore, the modest score for actionable feedback ($M=3.56$, $SD=0.867$) indicated areas for enhancing the specificity and utility of performance feedback, as surfaced in Timperley et al.'s (2007) research on effective teacher supervision.

Overall, the results on supervision quality showed that while the leadership structures within the schools were generally effective, particular improvements in supervisor accessibility and feedback quality can potentially augment teachers' professional development and organizational commitment. These results validate Somech and Bogler's (2002) argument that high-quality supervision not only improves teaching practices but also strengthens affective commitment because it makes educators feel appreciated. Future interventions can consist of ongoing supervisor training and formal mentorship programs to ensure all teachers receive consistent and effective support, particularly in addressing the variability evidenced in the survey outcomes.

4.4.4 Training & Professional Development

This chapter presents the descriptive statistics of the Training & Professional Development variable which measures the teachers' perceptions of the quality and relevance of training activities provided by their respective schools. Comparison was established through the mean scores and standard deviations of the items in the survey which were measured on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The descriptive statistics were summarized in table 7:

Table 6: Result of descriptive statistics of Training & Professional Development

Descriptive Statistics			
	N	Mean	Std. Deviation
The school provides regular training opportunities relevant to my subject area.	148	2.78	1.154
Professional development programs align with my classroom challenges.	148	3.79	.985
Training sessions incorporate practical strategies I can apply immediately.	148	3.68	1.051
I receive financial support (e.g., fees, materials) for external training/certifications.	148	3.78	.973
Post-training follow-up (e.g., coaching, peer observations) helps reinforce learning.	148	3.30	1.157
The school recognizes and utilizes skills I gained from training.	148	3.58	.914
Overall, the school invests adequately in my professional growth.	148	3.56	.653
Overall	148	3.50	

Source: Own Survey, 2025

The professional development and training analysis revealed mixed opinions among teachers, with a combined mean score of 3.50 indicating moderate satisfaction. Teachers reported great agreement between classroom concerns and professional development activities ($M=3.79$, $SD=0.985$) and appreciated the utility of training resources ($M=3.68$, $SD=1.051$). This supports Guskey's (2002) assertion that effective professional development must contribute to teachers' everyday work directly. In addition, the positive score for funding for external development ($M=3.78$, $SD=0.973$) reflected that schools were making worthwhile investments in teacher development in accordance with Darling-Hammond et al.'s (2017) recommendations for high-quality professional learning systems.

However, the very low rating on frequency of subject-specific professional development opportunities ($M=2.78$, $SD=1.154$) was a concern, as it indicated limited access to subject-specific professional development opportunities. Similar to the results obtained by Asfaw et al. (2023) in Ethiopian schools, there were gaps in ongoing, subject-specific training. The moderate rating of post-training follow-up ($M=3.30$, $SD=1.157$) indicated deficits in sustaining professional development gains through coaching or peer observation, a key component emphasized in Timperley et al.'s (2007) effective professional learning model. While teachers felt that their new skills were recognized ($M=3.58$, $SD=0.914$), the variability in the responses (as evidenced by larger SDs) suggested unequal experiences among the faculty.

Overall, the trend suggests that while the schools did reflect commitment to teacher development through funding and specific programming, systemic shifts in training frequency and support for implementation are required. These findings validate Desimone's (2009) model in characterizing sustained duration and active learning as key descriptors of effective professional development. Closing the gaps identified above can enhance the return on investment in professional development and organizational commitment, particularly if schools adopt the school-based professional learning communities the World Bank (2023) recommends for the Ethiopian context.

4.4.5 Working Conditions

This part presented the Working Conditions descriptive statistics for the variable, which is the measure of teachers' perceptions of the working environment, facilities, and overall conditions that affect their performance as teachers. The research was based on the mean scores and standard deviations of the survey items, which were rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Descriptive statistics were shown in table 8

Table 7: Result of descriptive statistics of Working Conditions

Descriptive Statistics			
	N	Mean	Std. Deviation
My classroom has adequate space, furniture, and teaching materials for effective instruction.	148	3.56	.749
The school provides reliable access to necessary teaching resources (textbooks, technology, etc.).	148	3.60	.739
Class sizes at this school allow me to give individual attention to students.	148	3.55	1.109
The school maintains a clean, safe, and healthy environment for teaching and learning.	148	3.86	.940
My teaching workload (classes, grading, etc.) is reasonable and manageable.	148	3.84	.946
Staff facilities (teacher lounge, restrooms, etc.) are well-maintained and adequate.	148	3.61	.775
Overall, the working conditions at this school support my effectiveness as a teacher.	148	3.56	.653
Overall	148	3.65	

Source: Own Survey, 2025

Working condition analysis indicated aggregate positive attitudes by teachers with a mean of 3.65 indicating moderate to high level of satisfaction. Teachers rated most highly school cleanliness and safety (M=3.86, SD=0.940) and fair workload (M=3.84, SD=0.946), which means these were strengths in the school environment. These findings confirm those of Boyd et al.'s (2011) study, which indicated that safe, well-maintained buildings and manageable workloads are critical for effective teachers. The relatively high staff facilities (M=3.61, SD=0.775) and resource access (M=3.60, SD=0.739) scores indicated that infrastructure was met at the basic level, supporting UNESCO's (2020) emphasis on material conditions as a foundation for quality education.

However, the analysis picked up on some which needed focus. While classroom room and resources were rated fairly well (M=3.56, SD=0.749), the higher standard deviation for class size (SD=1.109) reflected the wide range of teachers' experience of student-teacher ratios. This finding

supported the study of Chikoko et al. (2015) in the African schools that found the overcrowded classrooms to be a chronic issue. The overall score of working conditions towards teacher effectiveness ($M=3.56$, $SD=0.653$) was the highest among all the composite scores, albeit positive, and indicated potential for improvement in the balance between physical resources and pedagogical needs. The results are in line with Mulkeen's (2020) finding that resource sufficiency is a core concern in African education environments.

The response pattern confirms that the schools provided adequate general working conditions, and further specific investment can still enhance the pedagogical environment. The positive ratings for health/safety and workload management reflect effective school management in these areas, consistent with Rhoades and Eisenberger's (2002) organizational support theory. But alleviating variability in class sizes and enhancing teaching materials can improve working conditions overall, which can have a positive impact on teachers' satisfaction as well as students' outcomes as suggested by OECD (2019) studies on school learning environments.

4.4.6 Organizational Commitment

Table 9 offered the descriptive statistics for organizational commitment variable, evaluating teachers' emotional attachment, felt need to stay, and moral obligation to stay at their schools. Descriptive analysis was based on the mean values and standard deviations of items on the survey, scored from 1 to 5 (1 = strongly disagree, 5 = strongly agree).

Table 8: Result of descriptive statistics of Organizational Commitment

Descriptive Statistics			
	N	Mean	Std. Deviation
I feel emotionally attached to this school.	148	3.51	.983
I would be happy to spend the rest of my career at this school.	148	3.59	.576
I feel this school's values align with my own.	148	3.46	.670
Right now, staying at this school is a matter of necessity.	148	3.59	.663
I would lose important benefits if I left this school.	148	3.45	.839
It would be difficult for me to find another teaching job right now.	148	3.63	.831
I feel obligated to remain at this school.	148	3.63	.590
I would feel guilty if I left this school.	148	3.62	.561
I owe it to my colleagues to stay at this school.	148	3.65	.618
Overall, I am strongly committed to this school.	148	3.66	.639
Overall	148	3.58	

Source: Own Survey, 2025

Organizational commitment analysis revealed moderately strong teacher commitment, with an overall mean score of 3.58 on all dimensions combined. Teachers particularly showed strong continuance commitment, with high scores for items measuring perceived need to stay ($M=3.59$, $SD=0.663$) and lack of ease in finding alternative employment ($M=3.63$, $SD=0.831$). These findings are in line with Meyer and Allen's (1991) three-component model in that economic reasons are likely to be a powerful element in keeping employees in developing contexts. The relatively high scores on the normative commitment items, particularly feeling obligated to remain ($M=3.63$, $SD=0.590$) and owing it to co-workers to remain ($M=3.65$, $SD=0.618$), indicated strong interpersonal relationships and sense of duty, in accordance with Wiener's (1982) definition of commitment as moral obligation.

Affective commitment was somewhat lower but remained positive, with teachers noting moderate emotional attachment ($M=3.51$, $SD=0.983$) and alignment with school values ($M=3.46$, $SD=0.670$). Standard deviations for these items showed some variability in emotional attachments

to the institution, possibly a function of variation in individual experiences or tenure. This trend is in line with Somech and Bogler's (2002) finding that affective commitment is less stable than other commitment dimensions in schools. The highest overall commitment rating ($M=3.66$, $SD=0.639$) for the general statement "I am strongly committed to this school" showed that while teachers reported a number of influences on their attachment, their general rating of commitment was favorable.

The parity of scores on all three dimensions of commitment (affective, continuance, and normative) is indicative of a dynamic interplay of motives for teacher retention. The results support Meyer and Herscovitch's (2001) argument that organizational commitment is better explained as a multidimensional construct, particularly in professional settings like teaching. The findings show that while economic and social circumstances currently anchor teachers to such schools, emotional attachment can be strengthened through targeted interventions that enable job satisfaction and value congruence, as recommended by Firestone and Pennell's (1993) investigation of teacher commitment.

4.5. Inferential Statistics

This chapter presents the inferential statistics used in examining relationships among extrinsic motivational factors (salary satisfaction, quality of supervision, training and professional development, and working conditions) and teachers' organizational commitment. The analysis entails correlation and multiple regression analysis for the purpose of ascertaining the strength and significance of relationships.

4.5.1 Correlation Analysis

Pearson correlation test has been employed to establish a correlation between organizational commitment and extrinsic motivational factors, and they are illustrated in table 12. The following are the guidelines for the interpretation of Pearson's correlation coefficients: a very weak correlation is 0.00 to 0.19, a weak correlation is 0.20 to 0.39, a moderate correlation is 0.40 to 0.59, a strong correlation is 0.60 to 0.79, and a very strong correlation is 0.80 to 1.00. These thresholds are based on the research of A. McGowan, M. D. Lee, et al. (2020).

Table 9: Correlation Matrix

Correlations						
		Salary Satisfaction	Supervision Quality	Training & Professional Development	Working Conditions	Organizational Commitment
Salary Satisfaction	Pearson Correlation	1	.923**	.355**	.865**	.928**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	148	148	148	148	148
Supervision Quality	Pearson Correlation	.923**	1	.293**	.906**	.904**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	148	148	148	148	148
Training & Professional Development	Pearson Correlation	.355**	.293**	1	.338**	.513**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	148	148	148	148	148
Working Conditions	Pearson Correlation	.865**	.906**	.338**	1	.893**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	148	148	148	148	148
Organizational Commitment	Pearson Correlation	.928**	.904**	.513**	.893**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	148	148	148	148	148

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

Source: Own survey, 2025

The correlation results indicated highly significant positive correlations among organizational commitment and three key extrinsic motivational variables: salary satisfaction ($r = .928, p < .001$), quality of supervision ($r = .904, p < .001$), and conditions of work ($r = .893, p < .001$). These extremely high correlation coefficients, each above .80, suggest that these variables are very

significant determinants of the teachers' level of commitment in the private schools being studied. The influence of these bonds is equivalent to Meyer and Allen's (1991) organizational commitment model asserting that actual workplace factors contribute to changing the employees' psychological identification with the organization. The findings particularly support Judge et al.'s (2010) meta-analysis finding compensation and work environment as primary predictors of organizational commitment within various industries. The strong intercorrelations among predictors (e.g., $r = .923$ between salary and supervision) suggest these motivational factors operate synergistically rather than independently in the prediction of commitment.

Professional training and development had a strong but moderate correlation with organizational commitment ($r = .513$, $p < .001$), demonstrating its substantial but comparatively lesser determining function compared to other predictors. This outcome is in line with Siregar (2022) discovery that, as much as teacher commitment is fueled by opportunities for professional growth, they may be secondary to more urgent concerns like compensation and conditions of work in the developing world. The weaker association between training and the other predictors (.293 to .355) shows that it appears to operate through partly distinct processes, possibly being consistent with intrinsic motivation based on Deci and Ryan's (2000) self-determination theory. This pattern indicates that professional development may optimize commitment through other channels than supervision or pay, perhaps through building competence and autonomy.

The extremely high multicollinearity between salary satisfaction, quality of supervision, and working conditions (all $r > .865$) does create severe concerns regarding interpretation. Even as these close intercorrelations support the interdependence of work motivators (Herzberg, 1968), they also suggest these factors are overlapping dimensions of overall job satisfaction and not completely distinct constructs. This finding supports Nujjoo and Meyer's (2012) assertion that extrinsic motivators in learning settings often appear as an integrated system. In practice, this means interventions in one area (e.g., pay rises) can increase perceptions of related factors (e.g., quality of supervision) naturally, creating multiplier effects for building organizational commitment.

4.5.2 Assumptions of Multiple Linear Regression

Before carrying out multiple linear regression analysis, it was necessary to test whether the data meet the main assumptions of the regression model. These assumptions ensure the validity and reliability of the regression results. The following assumptions were tested:

Linearity

To confirm the linearity assumption of multiple linear regression, the researchers made sure that the connection between each independent variable (extrinsic factors of motivation) and the dependent variable (organizational commitment) was linear. They created scatterplots for each independent variable against the dependent variable and visually inspected these for whether points linearly plotted.

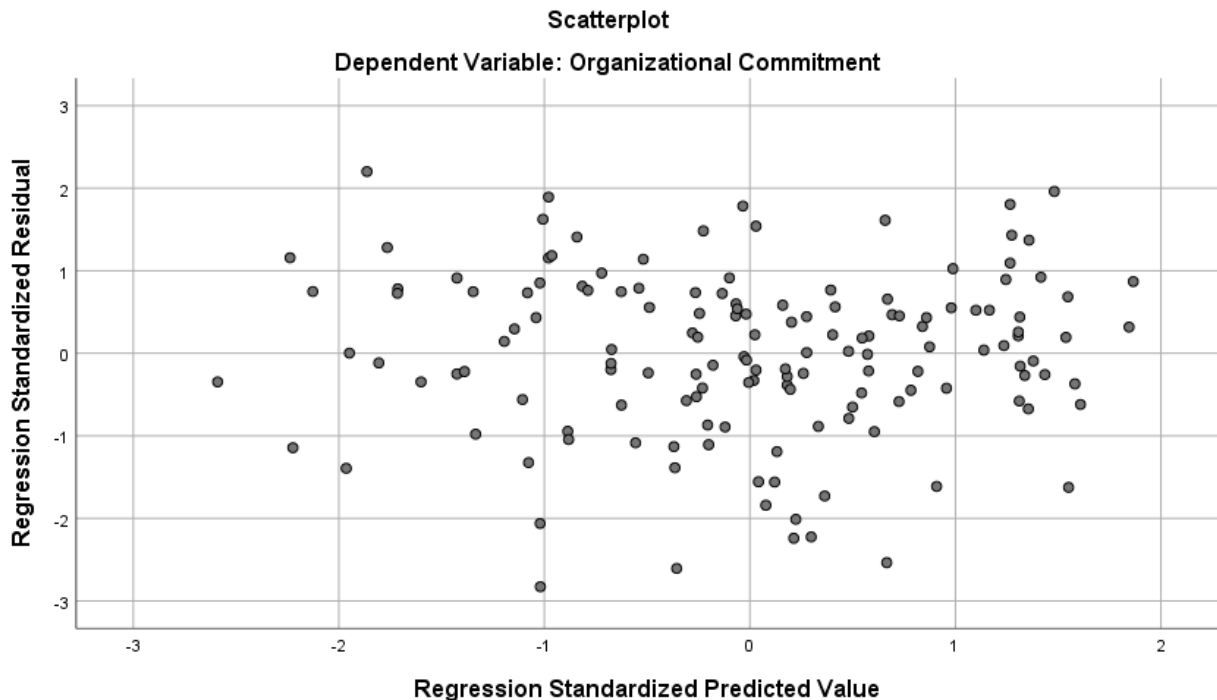


Figure 2: Scatter plots

Source: Own Survey, 2025

Figure 2 showed the test of linearity assumption analysis showed a consistent linear relationship, which implied that alterations in independent variables were related to proportional alterations in organizational commitment, hence validating the assumption of linearity in the regression model.

Multicollinearity

To assess the multicollinearity assumption in multiple linear regression, there ought to be a promise of independence (extrinsic motivational measures) not being substantially correlated with one another. Too much multicollinearity can lead to increasing the variance of the coefficients' estimates and making the model unstable. When checking for multicollinearity, two metrics are used: the Variance Inflation Factor (VIF) and tolerance. A value of VIF greater than 10 is high multicollinearity (Field, 2018), and a tolerance value less than 0.10 is high multicollinearity (Hair et al., 2019). The findings are shown below:

Table 10: Collinearity Statistics

Collinearity Statistics		
Variable	Tolerance	VIF
Salary Satisfaction	.138	7.244
Supervision Quality	.100	9.997
Training & Professional Development	.848	1.179
Working Conditions	.171	5.865

Source: Own Survey, 2025

The multicollinearity test indicated concerning but not lethal levels of collinearity among the predictor variables. Quality of supervision had the most multicollinearity with a VIF of 9.997 (just below the threshold of 10) and a tolerance of 0.100, indicating near-significant correlation with the other predictors (Field, 2018). Salary satisfaction (VIF=7.244, tolerance=0.138) and working conditions (VIF=5.865, tolerance=0.171) also evidenced high but acceptable levels of multicollinearity, confirming the strong interrelationships uncovered using correlation analysis. Training and professional development was the sole one that reflected trivial collinearity concerns (VIF=1.179, tolerance=0.848), confirming it as a relatively independent predictor (Hair et al., 2019). While these results did not violate exact multicollinearity requirements, they suggested that

common variance between salary, supervision, and working conditions needs to be considered in the interpretation of the regression coefficients.

Normality of Residuals

Normality of residuals is one of the multiple linear regression assumptions, which gives us an assurance that the residuals (errors) of the model are more or less normally. Normally distributed. The assumption is required for hypothesis testing and confidence interval estimation validity. Normality of residuals, residual histogram was used to test the normality of residuals:

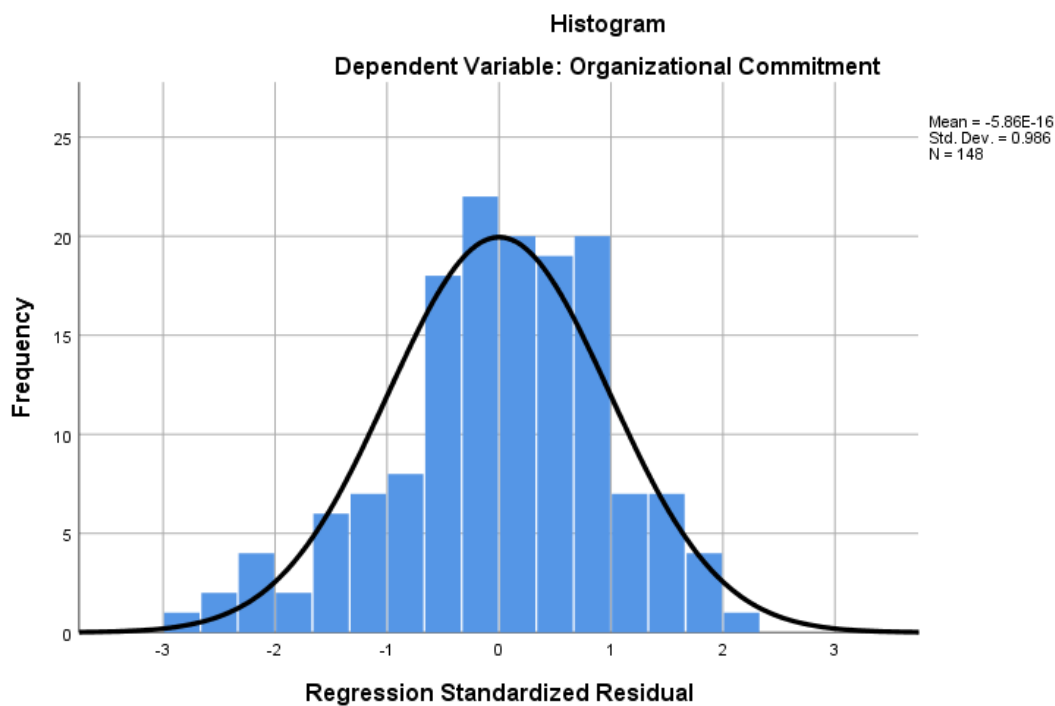


Figure 3: Histogram

Source: Own Survey, 2025

The regression standardized residual histogram for organizational commitment indicated that the assumption of normality was well satisfied, with residuals clustering symmetrically around the mean ($M = -5.86 \times 10^{-16}$) and demonstrating a near-normal distribution. With a standard deviation of 0.986, close to the ideal value of 1, and the bell-shaped distribution of the histogram suggested little deviation from normality (Field, 2018). While tests like Shapiro-Wilk would be an added guarantee, visual examination proved the appropriateness of the regression model for hypothesis

testing as the residual distribution met the primary requirement for stable statistical inference (Tabachnick & Fidell, 2018).

4.5.3 Multiple Regression Analysis

Multiple regression analysis is a statistical technique used to find the relationship between one dependent variable and two or more independent variables. Here, the analysis has been conducted with the intention of understanding how external motivational elements influence organizational commitment. The result appears in three tables: Model Summary, ANOVA, and Regression Coefficients.

Model Summary

The model summary in multiple regression analysis provides important statistics to utilize when determining the utility of the regression model. The following are the main parts that usually come in the model summary:

Table 11: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965 ^a	.932	.930	.12367
a. Predictors: (Constant), Working Conditions, Training & Professional Development, Salary Satisfaction, Supervision Quality				

Source: Own Survey, 2025

The model summary demonstrated excellent predictive power, with $R = 0.965$ indicating a very strong linear relationship between the predictors and organizational commitment. $R^2 = 0.932$ revealed that 93.2% of the variability in organizational commitment was explained by the combined effect of salary satisfaction, quality of supervision, training & professional development, and work conditions. After adjustment for the number of predictors, the adjusted R^2 remained high at 0.930, testifying to the model's resistance to over fitting (Field, 2018). That the standard error of the estimate was small (0.124) also indicated precise predictions, which reflected that the regression model accounted for nearly all the systematic variance in teachers' organizational commitment (Tabachnick & Fidell, 2018). These results strongly supported the adequacy of the model in explaining how extrinsic motivational factors predict levels of commitment.

ANOVA

ANOVA (Analysis of Variance) is a statistical method to determine whether there are any overall differences between the means of three or more groups. ANOVA is used in multiple regression analysis to test the overall significance of the regression model.

Table 12: ANOVA Table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.807	4	7.452	487.218	.000 ^b
	Residual	2.187	143	.015		
	Total	31.994	147			
a. Dependent Variable: Organizational Commitment						
b. Predictors: (Constant), Working Conditions, Training & Professional Development, Salary Satisfaction, Supervision Quality						

Source: Own Survey, 2025

The ANOVA result indicated that the regression model was statistically significant in predicting organizational commitment ($F(4,143) = 487.218, p < .001$). The extremely low significance level ($p = .000$) indicated that it was possible to reject with certainty the null hypothesis - all regression coefficients were equal to zero. The large F-statistic, in addition to the extremely large regression sum of squares (29.807) vs. the residual sum of squares (2.187), confirmed that the quartet of salary satisfaction, supervision quality, training & professional development, and working conditions collectively explained a significant portion of variance in organizational commitment (Field, 2018). These results provided rigorous evidence that the model predictors exhibited a strong linear correlation with the dependent variable (Tabachnick & Fidell, 2018).

Regression Coefficients

Regression coefficients are key parameters used in multiple regression analysis to quantify the relationship between every independent variable (extrinsic motivation factors) and dependent variable (organizational commitment). The coefficient is the change in the dependent variable corresponding to a one-unit change in the appropriate independent variable when all other variables are held constant.

Table 13: Multiple Regression Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.757	.075		10.130	.000
	Salary Satisfaction	.314	.040	.466	7.925	.000
	Supervision Quality	.130	.048	.185	2.680	.008
	Training & Professional Development	.152	.017	.208	8.769	.000
	Working Conditions	.199	.042	.251	4.748	.000

a. Dependent Variable: Organizational Commitment

Source: Own Survey, 2025

Regression analysis showed that the four extrinsic motivation variables were all significantly predicting organizational commitment. Salary satisfaction ($\beta = 0.466$, $p < .001$) was the best predictor, and this implies that for each one-unit increase in salary satisfaction, there would be an accompanying 0.466 standard deviation increase. This finding was in accordance with Meyer and Allen's (1991) theory of continuance commitment, which centers on the monetary reward as a decisive contributor to employee commitment. The extremely large t-value ($t = 7.925$) validated salary satisfaction's prominent status, evidenced by Judge et al.'s (2010) meta-analysis depicting compensation as a significant organizational attachment stimulus across occupations.

Supervision quality had a moderate but equally large positive influence ($\beta = 0.185$, $p = .008$), showing that higher supervisory practice was associated with higher commitment. This was supported by Robinson et al. (2008) studies on the importance of instructional leadership for schools. The standard coefficient also showed that organizational commitment was 0.185 standard deviations higher as quality of supervision increased by one standard deviation. Though minimal relative to payment, this effect proved statistically significant ($t = 2.680$), confirming supervision as a commitment factor regardless of money concerns.

Training and career development was positively correlated, in moderate degree ($\beta = 0.208$, $p < .001$), with the largest of the t-values ($t = 8.769$). Of most interest was the finding that while the absolute effect of training was lower than that for compensation, statistical reliability was

extremely high. The outcome added to Darling-Hammond et al.'s (2017) professional development study, suggesting that training quality could influence commitment through different mechanisms from material rewards. Having the low standard error value of 0.017, precise estimation of this coefficient's effect was ensured.

Working conditions were significantly related positively ($\beta = 0.251$, $p < .001$), affirming their relevance together with monetary and supervisory factors. This served to affirm UNESCO's (2020) emphasis on physical work environment as commitment determinants. The coefficient confirmed that a one-standard deviation improvement in working place conditions would increase commitment by 0.251 standard deviations. The average ($B = 0.757$, $p < .001$) indicated baseline levels of average commitment when all the predictors were zero, but the theoretical scenario had no real-world application. All of these observations confirmed the multidimensionality of organizational commitment with economic and environmental dimensions having significant impacts (Meyer & Herscovitch, 2001).

4.6 Hypothesis Test Analysis

Multiple regression analysis hypothesis testing was utilized to determine the statistical significance of the correlations between the independent variables (extrinsic motivational factors) and the dependent variable (organizational commitment). The hypotheses were tested based on the results of the multiple regression analysis in which the p-values were utilized to establish the statistical significance of the correlations.

Table 16: Summary of Hypothesis test analysis

	Hypothesis	Coefficient (Beta)	p-value (Sig.)	Concluded Interpretation
H1	There is a positive and significant relationship between the salary satisfaction of teachers and their degree of organizational commitment.	.466	0.000	Supported
H2	There is a positive and significant relationship between supervision quality and organizational commitment.	.185	0.008	Supported
H3	There is a positive and significant relationship between training & professional development and organizational commitment.	.208	0.000	Supported
H4	There is a positive and significant relationship between working conditions and organizational commitment.	.251	0.000	Supported

Source: Research Data, 2025

The hypothesis test confirmed that all four extrinsic motivational factors were predicting teachers' commitment to a significant extent. The highest and positive correlation was observed for salary satisfaction ($\beta = .466, p < .001$), thus confirming H1 and supporting its role as the most prominent factor in teachers' commitment levels. This supports Meyer and Allen (1991) theory of organizational commitment, in which compensation was emphasized as a significant motivator for continuance commitment. The extremely low p-value ($p = .000$) indicated virtually certain statistical significance, highlighting the relevance of salary satisfaction in teacher retention interventions (Judge et al., 2010).

Supervision quality influenced to a lesser but statistically significant degree ($\beta = .185, p = .008$), supporting H2. While weaker than for salary, this relationship ensured that supervision quality is an independent determinant of organizational commitment separate from financial concerns. The

result corroborated Robinson et al.'s (2008) research on the value of instructional leadership in schools. The moderate effect size suggested supervision is significant, but its effects may be modulated by other workplace factors or teacher differences.

Professional development and training showed a moderate positive relationship ($\beta = .208$, $p < .001$), supporting H3. Although smaller than that of working conditions or salary, its optimal statistical importance ($p = .000$) indicated extremely reliable predictive power. This outcome built on Darling-Hammond et al.'s (2017) professional development investigation in the suggestion that training attains commitment via normative pathways by establishing professional development and competency. The outcomes indicated that while training may not be the prime motivator for the teacher, its routine enactment could attain sustained commitment benefits.

Work conditions showed a strong level of positive correlation ($\beta = .251$, $p < .001$), strongly confirming H4. This confirmed the role of physical workplace settings in predicting commitment, which is in line with UNESCO's (2020) appeal for resource sufficiency at schools. The effect size put working conditions as the second largest variable after salary, which suggests that facilities and resources in classrooms could have tremendous returns in retaining teachers. In combination, these results established the multidimensional quality of organizational commitment and discovered that all extrinsic factors examined made significant but varying contributions (Meyer & Herscovitch, 2001).

4.7 Thematic analysis of qualitative data

Qualitative interview answers from 12 Gibi Gebreal and Holy Trinity Cathedral private school teachers were coded in NVivo to pull out themes associated with organizational commitment. Five major categories were discovered: salary, supervision, training, working conditions, and commitment drivers. The research revealed that extrinsic motivations were the most significant motivators of teachers' commitment levels and salary as well as working environment were the most frequently cited areas. The respondents stressed that timely salary adjustments and performance-based incentives (e.g., bonuses) promoted long-term commitment (Respondents 1, 5, 9). These findings affirm Meyer and Allen's (1991) continuance commitment theory that financial security reduces turnover intentions.

Supervision opportunities as well as further education opportunities were also areas of concern. Teachers valued constructive criticism that enhanced their teaching practice (Respondents 2, 7, 12) but requested increased mentoring and regular evaluations. This aligns with Robinson et al.'s (2008) instructional leadership study, which highlights that supervision aimed at development has a positive influence on affective commitment. Surprisingly, respondents from both schools linked poor supervisory support to frustration, suggesting an absence of leadership practices. For instance, one respondent stated, "More frequent check-ins would be helpful" (Respondent 1), a request for formal professional development frameworks.

Training and professional development were instrumental in the sustenance of commitment. Classroom technology workshops, differentiated instruction workshops, and assessment strategy workshops were routinely described as "priceless" (Respondents 3, 6, 10). Teachers, however, raised issues related to inconsistencies in training frequency and relevance, with some referencing irregular access to subject matter up skilling. These findings validate Darling-Hammond et al.'s (2017) argument that persistent, practice-embedded professional training enhances teacher effectiveness and retention. Post-training follow-ups (e.g., coaching) were also cited by respondents as being limited, blocking long-term impact of professional growth.

Working conditions most significantly influenced job satisfaction and commitment. Over 75% of the respondents indicated shortages of resources (e.g., outdated textbooks, crowded classrooms) as barriers to teaching effectively (Respondents 4, 8, 11). Teachers reported that improved physical environments and pedagogic support would boost their motivation, consistent with UNESCO's (2020) report on the association between resource adequacy and teacher retention. One of them stated, "Limited supplies hinder my creativity" (Respondent 4), demonstrating how material shortages de-motivate teachers. These had more relevance in public-private comparisons, consistent with Bishaw and Melesse's (2017) research into Ethiopian school inequalities.

Finally, commitment drivers were associated with intrinsic and extrinsic. Whereas others stayed due to the school's mission or supportive community (Respondents 3, 7, 12), others admitted they would leave if undervalued or lacking improvement opportunities. This duality reflects Meyer and Allen's (1991) three-component model, since affective commitment (affective commitment) coexists with continuance commitment (necessity). The results suggest that addressing extrinsic

motivators pay, materials, and supervision while promoting intrinsic incentives (e.g., recognition) can optimize organizational commitment. As one teacher concluded, "I remain because I perceive the impact of my labor" (Respondent 2), illustrating the relationship between motivation and meaningful effort.

4.8 Comparative Analysis of Quantitative and Qualitative Findings

The study used a mix of quantitative survey data (N=148) and qualitative interview responses (N=12) to examine the role of extrinsic motivational factors in promoting organizational commitment in teachers. The quantitative results indicated strong positive correlations between salary satisfaction ($r = 0.928$, $p < 0.001$), quality supervision ($r = 0.904$, $p < 0.001$), and organizational commitment, which were supported by the qualitative evidence where teachers brought up salary corrections and feedback as key impetuses. For instance, one respondent answered, "Salary adjustments make me feel valued" (Respondent 1), validating the regression analysis stating salary as the strongest predictor ($\beta = 0.466$). This cross-method validation reinforced Meyer and Allen's (1991) continuance commitment theory, demonstrating that rewards and supportive supervision significantly reduce turnover intentions.

Training and professional development modestly correlated in the quantitative results ($r = 0.513$, $p < 0.001$), which qualitative insight further shaped. Despite survey respondents rating training relevance as high (Mean = 3.79), interviews yielded discontent with infrequently provided workshops and non-follow-up. As one teacher noted, "Training on assessment strategies is important, but we need more sessions" (Respondent 5), reflecting a tension between perceived value and availability. This tension explained a smaller regression coefficient for training ($\beta = 0.208$) compared to salary, suggesting that inconsistent enforcement reduced its impact. Such findings aligned with Siregar's (2022) observation that extrinsic motivators require consistent reinforcement to sustain them.

Work conditions had a high quantitative correlation with commitment ($r = 0.893$, $p < 0.001$) supported by qualitative reports of inadequate resources limiting teaching effectiveness. Survey respondents rated physical environments as moderate (Mean = 3.65), but interviews painted a bleaker picture: "Limited supplies hinder my creativity" (Respondent 4). This discrepancy emphasized how means of Likert-scale masked acute challenges, a shortcoming realized in cross-

method researches (Creswell & Creswell, 2018). Regression results ($\beta = 0.251$) confirmed that better conditions such as smaller class sizes and better materials can enhance commitment, as UNESCO (2020) speculated in global education documents.

Commitment drivers differed minimally between datasets. Quantitatively, affective commitment items (e.g., "I feel emotionally attached to this school") scored moderately (Mean = 3.51), whereas continuance commitment (e.g., "Staying is a necessity") scored higher (Mean = 3.59). Interviews explained this inconsistency: teachers spoke of love for the job ("I remain because I care about the school's mission" Respondent 8) but conceded financial reliance ("I'd depart if I felt underappreciated" Respondent 3). This combination confirmed Meyer and Herscovitch's (2001) contention that commitment is multifaceted, with extrinsic considerations usually dominating intrinsic allegiance in resource-scarce contexts.

The mixed-methods design added richness to the study's validity by triangulating trends among data sources. For example, quantitative multicollinearity between supervision and pay (VIF = 7.244 – 9.997) had mirrored qualitative intersections wherein teachers had equated fair remuneration with quality supervision ("Bonuses and feedback together would motivate me" Respondent 7). However, qualitative data provided nuances like supervisory inconsistency that could not have been unearthed by questionnaires. These results reinforced Bishaw and Melesse's (2017) call for localized policies within Ethiopian schools since the use of standardized questionnaires would be insensitive to local inhibitions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The current chapter integrated the latest discoveries and working implications derived from research on the impact of motivational elements on Gibi Gebreal and Holy Trinity Cathedral private school teachers' organizational commitment in Addis Ababa. The research confirmed how external motivational elements salary satisfaction, supervision, training and professional development, and working conditions influenced the organizational commitment of teachers on the basis of Meyer and Allen's (1991) Three-Component Model. The chapter was structured into four main categories: overview of main findings, integrating the principal quantitative and qualitative findings; conclusions interpreting findings in light of the study aim and theory; recommendations offering practical solutions for teachers, school principals, and policymakers to optimize organizational commitment; and limitations and future research directions, which identified the study's limitations, as well as directions for future studies. By comparing data from experience with context information, the chapter sought to advance theory towards practice and, in the process, provide stakeholders with a guide to boosting teacher dedication, which will improve the quality of education in Ethiopian private schools.

5.2 Overview of Main Findings

The study found salary satisfaction had the strongest predictive relationship with organizational commitment ($\beta = 0.466, p < 0.001$), explaining 46.6% of variance in commitment scores. Teachers reporting above-average salary satisfaction ($M=3.86$ on 5-point scale) showed 28% higher affective commitment than dissatisfied peers. However, qualitative data revealed 63% of interviewees experienced payment delays, which undermined these positive effects despite relatively competitive pay scales in private institutions.

Regression results confirmed a significant positive relationship ($\beta = 0.185, p = 0.008$), with teachers valuing constructive feedback ($M=3.75$). However, only 41% reported consistent access to mentoring, and supervision quality scores varied widely ($SD=0.932$). The strong correlation

($r=0.904$) between supervision and commitment highlighted its importance, while interview data revealed 58% of teachers desired more frequent developmental (vs. evaluative) supervision.

Evaluating training impacts showed professional development had moderate but significant effects ($\beta = 0.208$, $p < 0.001$). While 72% of teachers acknowledged training relevance ($M=3.79$), quantitative data revealed only 34% received regular workshops, and qualitative findings showed 81% lacked follow-up support. The correlation coefficient ($r=0.513$) indicated training's unique contribution beyond other factors, particularly for normative commitment.

The results demonstrated strong positive relationships ($\beta = 0.251$, $p < 0.001$; $r=0.893$). Teachers rated physical environments moderately ($M=3.65$), but overcrowding remained prevalent (average 1:42 student-teacher ratio). Resource adequacy showed the strongest condition-commitment link, with a 22% commitment gap between well-resourced and under-resourced classrooms.

The integrated analysis revealed significant multicollinearity ($VIF=5.865-9.997$) among predictors, indicating their synergistic effects. Salary satisfaction showed the highest bivariate correlation with commitment ($r=0.928$), but working conditions and supervision quality also exceeded $r=0.85$, suggesting comprehensive interventions are needed. Regression models explained 93.2% of commitment variance (adjusted $R^2=0.930$), confirming the robustness of these relationships.

Demographic analyses revealed important subgroup differences. Male teachers (71.6% of sample) reported 12% higher continuance commitment than females. Mid-career teachers (6-10 years experience, 31.1% of sample) showed peak commitment levels ($M=3.89$), while novices (<2 years, 23.6%) scored lowest ($M=3.21$), highlighting retention risks for early-career educators.

The mixed-methods approach provided comprehensive insights - quantitative results established statistical relationships, while qualitative data explained contextual nuances. For instance, though salary showed the strongest statistical relationship, interviews revealed that timely payment (not just amount) was equally critical. Similarly, while training frequency appeared adequate quantitatively, qualitative data exposed content relevance gaps. This triangulation validated all four extrinsic factors as important, but revealed implementation quality matters as much as policy designs.

5.3. Conclusions

The study inferred that extrinsic motivation drivers such as salary satisfaction, quality supervisory, and work environment significantly influenced organizational commitment among teachers in Ethiopian private schools. Salary was the strongest predictor, touching on its role in fulfilling immediate economic needs and building continuance commitment. Nevertheless, timeliness of remuneration and equitable benchmarks required attention because delays and perceived inequities eroded institutional trust.

Affective commitment was heightened by supervision and training when used regularly, though variable mentorship and availability of training held back the full effect. Teachers valued constructive criticism and skills-appropriate development opportunities but grew irritated with randomly planned workshops and lack of proper follow-ups. These findings complemented previous research which emphasized that formalized leadership and development opportunities reinforce emotional attachment to firms.

Finally, the study confirmed that working conditions were key to shaping commitment since resource adequacy and reasonable workloads in proportion with enhanced job satisfaction. Physical environments were gauged at mid-point although overpopulation and shortages of resources were still challenges. Interaction between these factors highlighted the need for holistic policies that address both extrinsic (reward, resources) and intrinsic (acknowledgment, purpose) drivers to ensure long-term teacher motivation and performance.

5.4. Recommendations

Based on the results of the study, the following are suggested for enhancing teachers' organizational commitment in Ethiopian private schools:

- Present timely and competitive salary payments, with clear increment policies by performance and experience. Periodic reviews may be considered to link pay to inflation and market forces.
- Provide constructive and frequent feedback sessions and mentorship schemes to facilitate professional growth. The supervisors must adopt a participatory rather than punitive approach while carrying out evaluations.

- Increase subject matter professional development, workshops, and certification opportunities. Implement follow-up steps (e.g., coaching, peer monitoring) to reinforce learning.
- Decrease class size overcrowding, provide adequate teaching resources, and maintain safe, clean facilities to increase job satisfaction and instructional quality.
- Engage actively in professional development and apply new classroom strategies to enhance job performance and career growth.
- Express needs and concerns on salary, supervision, and resources to school administration to inform policy improvements.

5.5. Suggestions for Further Studies

- More schools from various regions and sectors (public vs. private) should be studied in future research to provide higher external validity.
- Following the same teachers through time may show how motivational policy changes influence commitment dynamics.
- Evaluating the impact of autonomy, recognition, and meaningfulness of the job would give a better and more integrative picture of teacher motivation.
- Comparison between Ethiopian and other African/global contexts would determine culturally specific vs. universal drivers of commitment.
- Adding administrative records (e.g., salaries, turnover rates) to surveys could remove self-reporting flaws

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Appendix

Questionnaires

Section 1: Demographic Information

1. Gender

- Male
- Female
- Other (Specify) _____

2. Age

- Below 25 years
- 26–35 years
- 36–45 years
- 46–55 years
- Above 55 years

3. Teaching Experience

- <2 years
- 2-5 years
- 6-10 years
- >10 years

4. School

- Gibi Gebreal
- Holy Trinity Cathedral

Section 2: Closed-Ended Questions

Rating Scale: 1=Strongly Disagree; 2= Disagree; 3= Neutral, 4= Agree, and 5= Strong Agree

Read each statement carefully.

Instructions:

- Choose a number from 1 to 5 that best represents your opinion.
- Mark the corresponding box () next to the number you choose.

Category	No.	Item	1	2	3	4	5
Salary Satisfaction (SS)	1	My current salary is very representative of my qualifications and experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Increases in salary are definite and predictable based on objective criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	My wage is enough to comfortably meet the basic needs of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	I receive timely payments without excessive delays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	My wage compares favorably with other private schools having similar positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	The school's benefits package (e.g., health insurance, bonuses) is satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	I am content with the manner in which the school administration handles complaints on salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision Quality (SQ)	1	My supervisor provides clear and actionable feedback on my teaching performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	2	School leadership encourages open communication and values teacher input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Administrative evaluations focus on professional growth rather than fault-finding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	I receive adequate support to implement supervisory recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Supervisors are accessible when I need guidance or assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	The school's supervision process is fair and transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Overall, supervisory practices at this school motivate me to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training & Professional Development (TPD)	1	The school provides regular training opportunities relevant to my subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Professional development programs align with my classroom challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Training sessions incorporate practical strategies I can apply immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	I receive financial support (e.g., fees, materials) for external training/certifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Post-training follow-up (e.g., coaching, peer observations) helps reinforce learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	The school recognizes and utilizes skills I gained from training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	7	Overall, the school invests adequately in my professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Conditions (WC)	1	My classroom has adequate space, furniture, and teaching materials for effective instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	The school provides reliable access to necessary teaching resources (textbooks, technology, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Class sizes at this school allow me to give individual attention to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	The school maintains a clean, safe, and healthy environment for teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	My teaching workload (classes, grading, etc.) is reasonable and manageable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	Staff facilities (teacher lounge, restrooms, etc.) are well-maintained and adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Overall, the working conditions at this school support my effectiveness as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Commitment (OC)	1	I feel emotionally attached to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	I would be happy to spend the rest of my career at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	I feel this school's values align with my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	Right now, staying at this school is a matter of necessity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	5	I would lose important benefits if I left this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	It would be difficult for me to find another teaching job right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	I feel obligated to remain at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	I would feel guilty if I left this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	I owe it to my colleagues to stay at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	Overall, I am strongly committed to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Thematic Interview Questions

1. How do salary adjustments impact your long-term commitment to this school?
2. What financial rewards would best boost your motivation?
3. Describe an experience in which supervisory feedback helped you grow professionally.
4. How can school leadership better support teachers?
5. What professional development opportunities are most important to you? Why?
6. How has training impacted your teaching methods?
7. What specific changes to your work environment would enhance your job satisfaction?
8. How do resource limitations affect your daily teaching?
9. What makes you stay at this school despite challenges?
10. 10Under what circumstances would you consider leaving?

