

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**The Relationship between School Climate  
and  
Teachers' Professional Commitment  
in Jimma Zone Government High Schools**

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**By Aynie Berhane**

**June 2005**

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GOVERNMENT HIGH SCHOOLS

By  
Aynie Berhane

A Thesis Submitted to the School of Graduate Studies of  
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## Abstract

*The relationship of teachers' professional commitment and school climate in Jimma zone government high schools was investigated in a sample of 153 teachers of eleven secondary schools. Two kinds of questionnaires, which focused on the three dimensions of school climate (collegial leadership, teachers' professionalism and academic press) and teachers' commitment were administered. The Cronbach alpha estimate of reliability of the instruments ranged from 0.81 to 0.95 for school climate scales and it was 0.93 for teachers' commitment scale. Teachers' commitment and school climate were found to be significantly related to each other. Among the components of school climate, teachers' professionalism was found to have the highest relationship with teachers' commitment. Collegial leadership, on the other hand, has relatively low but significant relationship with teachers' professional commitment. Multiple regression analyses revealed that components of school climate could predict commitment of teachers in the school. ANOVA results showed that there is significant difference of commitment across teaching work experience with commitment of teachers increasing with experience. Discussions and conclusions are made based on the results. Finally, some recommendations are indicated for possible interventions and further study.*

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# CHAPTER ONE

## 1.1. Background

One of the key factors for the quality of education is the effectiveness of teachers. Teachers are one of the most important resources in the improvement of educational system in any society. They also play a major role in the delivery of quality of education. Therefore, it is not good news for the society to find out that many of our teachers are dissatisfied with their teaching profession.

Over the last decade, many countries are increasingly striving for the quality of education. Several attempts are also tried to raise the motivation and performance of teachers.

However, educators have found out that there is a drop in teachers' quality and their motivation (Gynor, 1998). Teachers' job satisfaction in teaching is also decreasing and as a result, the attrition rate of teachers is increasing from time to time, especially in rural areas (Befekadu, 2001).

On the other side, the need for committed teachers to meet the needs of increasingly diverse student population and the challenges of accountability-driven educational system is unquestionable.

Teacher commitment and engagement has been identified as one of the most critical factors in the success and failure of an educational system. It contributes to teachers' work performance, absenteeism, burnout and turnover (Potter *et. al.*, 1974).

Review of the literature (Irving, Coleman & Copper 1997, Porter *et al.* 1974, Meyer & Allen 1984) showed that there are at least three distinct approaches of defining commitment. The first group defines commitment as part of the teachers' affective or emotional reaction to their experience in school setting (Porter *et al.*, 1974). Followers of the exchange (side bets) approach define commitment as a disposition to engage in the organization into the economic benefit of the employee. The third groups, normative approach to commitment (Irving et al 1997), express commitment in relation to moral obligation of employees, in our case teachers.

Since the last two decades, a growing number of education reformers, policy makers, and researchers have argued that many of the well-published shortcomings of the elementary and secondary education systems are due to inadequacies in the working conditions, resources, and support afforded to schoolteachers (Anderson, 1982, Williams & Hazer, 1986, Hoy & Miskel, 1996).

The rationale underling this view is that, improving the overall school climate will lead to improvements in the motivation and commitment of

teachers, which in turn, leads to improvements in teachers' performance and psychological well being which will ultimately lead to improvements in students learning (Carr *et. al.*, 2003).

Therefore, the major purpose of the present study is to evaluate the nature of professional commitment and school climate in a sample of secondary school teachers and examine their relationship. The researcher also made an attempt of adopting local inventories for school climate and professional commitment.

## **1.2. Review of Literature**

### ***1.2.1 The Nature School Climate***

Anderson (1982) described the field of organizational climate studies in many ways as reminiscent of the seven blind men who gave seven different descriptions of an elephant, based on the part each could touch, and who each claimed to possess the definitive image of the elephant.

School climate is a general term used to capture the basic and enduring quality of organizational life. Although the concept of school climate has been studied extensively, there is a lack of agreement as to the definition of the construct.

A sizable body of literature has dealt with several concerns using the construct of school climate. According to Anderson (1982), school climate research is clearly the stepchild of organizational climate research and

school effect research, having inherited instruments, theory and methods from both research paradigms.

Recently, some researchers have chosen the term "culture" and "school ethos" in referring to the internal characteristics of the school (Sackney 1988). Still others use the term "the psychological context" in which organizational behavior is embedded (Hoy & Miskel, 1996).

There are several definitions of climate in the literature. For instance, Halpin and Croft (1963), developers of the Organizational Climate Description Questionnaire (OCDQ), used this analogy to describe climate: "Personality is to the individual what climate is to the organization". Similarly, Nevankwo (1979, cited in Sacle, 1988) referred to climate as "the we-feeling, group sub-culture or the interactive life of the school".

Climate, according to Carr *et. al.* (2003), has typically been conceptualized as a molar concept indicative of the organization's goals and appropriate means to goal attainment.

Anderson (1982) chose as an organizing device for reviewing the literature of Tagiuri's (1968) taxonomy of climate related terms. Tagiuri defined climate as the total environmental quality within an organization. Accordingly, his dimensions of environment includes its ecology (the physical and material components), its milieu (the social dimension of people), its social system (the patterned relationships in the

organization), and its culture (the belief systems, values cognitive structures, and meanings).

On the other hand, the theoretical underpinning of Moss (1973, cited in Macintosh, 1988) tripartite model presented a useful framework for the explanation of school climate in a variety of contexts. This framework held that three domains were salient for any type of school. The model focused on the nature and intensity of personal relationships within the school environment (relationship domain), the potential within the environment for personal growth and development of esteem (personal growth or goal orientation domain) and the extent to which the environment is orderly and clean in its expectations that maintains, controls and is responsive to change (system maintenance or change domain).

Based on his observations Johnston (1984 as cited in Macintosh, 1988) hypothesized that school social climate could be subdivided into four clusters of climate variables (physical, academic, organizational, socio-emotional) which interact to create a culture or complex milieu which, in turn, influences every activity of the school.

The climate clusters identified by Johnston (1984) may be readily reclassified according to the domains of tripartite model. The relationship domain (Moss, 1973) corresponded closely with Johnston's (1984) socio-emotional cluster, while the personal growth domain and system

maintenance domain of Moss resembled Johnston's academic and organizational clusters respectively (Macintosh, 1988).

Insel and Moos (1974) also developed a similar device to conceptualize human environment. Their delineation of human environment, called social ecology, involves human interaction with physical and social dimensions of the environment. Others, according to Anderson (1982) include ecological factors (geographical, Meta morphological, architectural); behavioral settings (having material and behavioral components); organizational structure (size and span of control); average personal characteristics of the individuals within the environment (age, ability, SES); and functional dimensions of specific situations (environmental reinforcing contingencies that maintain particular behaviors).

However, Anderson (1982) argued that, Tagiuri's system is preferable to others because it reflects the growing consensus of many climate researchers that school climate includes the total environmental quality within a given school.

Table 1

Taxonomy of School Climate by Taguri's (1968) and Insel and Moos (1974)

Categories	<i>Environmental</i> (Social Ecology)
Dimensions	
<i>Ecology</i> (Ecological dimensions)	Physical/material variables in the school that are external to participants
<i>Milieu</i> (Average background characteristics)	Variables that represent characteristics of individuals in the school
<i>Social System</i> (Organizational structure)	Variables that concern patterns of rules (formal and informal) of operating and interacting in the school
<i>Culture</i> (Psycho-social characteristics)	Variables that reflect norms, belief systems, values, cognitive structures, and meanings of persons within the school

**Note** Tagiuri's taxonomy is given in italics and categories from Insel & Moss are given in parenthesis

Some other researchers (Halpin and Croft, 1963; Hoy, Tarter, and Kottkamp, 1991) described school climate as ranging from open to closed. Schools with an open climate operate with few rules or regulations while schools with a closed climate are hampered with restrictive rules and regulations and close supervision.

These studies and others suggest that school climate is a mediating factor in the academic achievement of students, adding to its importance as a focus of educational research. In a similar vein, Webb & Norton (1999) defined organizational climate as a broad term that reflects

teachers' perceptions of the general work environment of the school. Hoy & Miskel (1996) also added, "School climate is influenced by the formal organization, informal organization, personalities of participants and organizational leadership" (Hoy & Miskel, 1996, p.141). They further conceded that the climate is the end product of the school groups - students, teachers, administrators - as they work to balance the organizational and individual aspects of a social system". Their definition is related to that offered by Tagiuri (1968, cited in Anderson, 1982).

Hoy & Miskel (1996) indicated that school climate:

- is concerned with large units; it characterizes properties of an entire organization or major subunits.
- describes unit of organization rather than evaluates it or indicates emotional reactions of it.
- arises from routine organizational practices that are important to the organization and its members.
- influences members behavior and attitude.

For the purposes of this study, the researcher decided to use the definition given by Tagiuri and Litwin (cited in Sackney, 1988). The researcher considered school climate to be a relatively enduring quality of the internal environment of the school that: (a) is experienced by the members (students, teachers, administrators, secretaries, consultants and custodians), (b) influences their behavior, and (c) can be described in

terms of the values, norms and beliefs of a particular set of attributes of the school. This definition implies that the researcher is concerned about the educational environment of the entire school.

More specifically, school climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in the school (Hoy & Miskel, 1996; Tagiuri, 1968 cited in Hoy, Tarter & Kottkamp, 1991).

### **1.2.1.1 Two Perspectives on School Climate: Openness and Health**

A number of instruments have been developed to measure the organizational climate of schools (Halpin & Croft, 1963). Two contemporary frameworks for studying climate are openness and health of schools.

#### **A. Teacher Principal Behavior: Open to Closed**

Probably the most well known conceptualization and measurement of the organizational climate in school is the pioneering study of elementary school by Halpin and Croft. (1963).

Halpin and Croft (1963) began mapping the organizational climate of schools by attempting to identify the critical aspects of teacher-teacher and teacher-principal interactions in schools (Hoy, Tarter & Kottkamp, 1991). To this end, they constructed the Organizational Climate Descriptive Questionnaire (OCDQ) that portrays the climate of an elementary school. Nearly 1,000 items were originally composed in OCDQ.

Each item was designed to answer the basic question "To what extent is this true in your school?" From this original bank of items they developed a final set of 64 items.

Hoy and Miskel (1996) reported that Halpin and Croft (1963) have identified, through factor analysis, six basic clusters of school climate: open, autonomous, controlled, familiar, paternal and closed.

However, some other research reports (Anderson, 1982, Hoy & Miskel, 1996, Hoy, Tarter & Kottkamp, 1991) found several problems with the questionnaire. Among others, the critics noted that the framework lacks a clear understanding of logic, many of the items were no longer measuring what they were intended to measure and the reliabilities of some of the subtests were low. It was also strongly criticized for not being well suited for the study of urban schools or secondary schools.

Because of the above mentioned and other several criticisms, revisions were made on OCDQ (Hoy, Tarter & Kottkamp, 1991). To address the criticisms of the original instrument, three new and simplified versions of the OCDQ were formulated for elementary, middle, and secondary schools: The OCDQ-RE, OCDQ-RM, and OCDQ-RS. Since the major concern of this study is with secondary schools, the OCDQ-RS is presented as follows.

## **The Revised Organizational Climate Descriptive Questionnaire for Secondary Schools (OCDQ-RS)**

Although the original OCDQ was based on a sample of elementary schools, the conception of open and closed climates was found to be dated, flawed, and inappropriate for secondary school (Hoy, Tarter & Kottkamp, 1991).

To overcome those problems, a 34-item school climate instrument with five dimensions describing the behavior of secondary school teachers and principals was constructed. (Webb and Norton, 1999)

The instrument measured two aspects of principal leadership (supportive and directive) and three dimensions of teacher behavior (engaged, frustrated and intimate). Using First order factor analysis, the 34 items were sub divided into five domains listed above. Hoy, Tarter & Kottkamp (1991) summarized the five dimensions of OCDQ-RS as follows.

### **PRINCIPAL'S BEHAVIOR**

***Supportive Principal Behavior*** is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. At the same time, the principal is helpful and genuinely concerned with the personal and professional welfare of teachers. Supportive behavior is directed toward both the social needs and task achievement of the faculty.

***Directive Principal Behavior*** is rigid and domineering supervision. The principal maintains close and constant control over all teachers and school activities down to the smallest details.

## **TEACHERS' BEHAVIOR**

***Engaged Teacher Behavior*** is reflected by high faculty morale. Teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other; they are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed.

***Frustrated Teacher Behavior*** refers to a general pattern of interference from both administration and colleagues that distracts from the basic task of teaching. Routine duties, administrative paperwork, and assigned non-teaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other.

***Intimate Teacher Behavior*** reflects a strong and cohesive network of social relationships among the faculty. Teachers know each other well, are close personal friends, and regularly socialize together.

A second order factor analysis was also done and yielded two underlying factors. Four of the five aspects of school interaction (supportive, directive, engaged and frustrated behaviors) also form a general dimension of school climate--openness. Open principal behavior is reflected in genuine relationships with teachers in which the principal creates a supportive environment, encourages teacher participation and contribution, and frees teachers from routine busy work so they can concentrate on teaching. In contrast, closed principal behavior is rigid, close, and non-supportive. Open teacher behavior is characterized by sincere, positive, and supportive relationships with students, administrators, and colleagues; teachers are committed to their school and the success of their students; moreover, they find the work environment facilitating rather than frustrating. In brief, openness refers to a school climate where both the teachers' and principal's behaviors are authentic, energetic, goal directed, and supportive, and in which satisfaction is derived from both task accomplishment and social interaction. Unlike elementary school climate, secondary school climate involves intimacy as independent minor factor that stands alone in the second factor group (Hoy and Miskel, 1996). In other words, school climate could be either open or closed and still demonstrate a high or low degree of intimacy among teachers.

## **B. Organizational Health**

Another perspective for analyzing the nature of workplace is organizational health. A healthy organization is one that not only surveys its environment but continues to grow and prosper over the long term (Hoy, Tarter & Kottkamp, 1991). Healthy organizations use their resources, especially their personnel effectively. People in healthy organizations like their job and have a positive sense that they are learning and growing as they contribute to the organization (Webb & Norton, 1999)

Hoy & Miskel (1996), defined a healthy organization as one that "not only surveys in the environment, but continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities"(p. 151).

Parsons (1967) also suggested that formal organizations exhibit three distinctive features of responsibility and control over those needs: the technical, managerial and institutional level. Hoy and Miskel (1996) agreed with Parsons and expressed that, in schools, the technical function is the teaching and learning process, and teachers are directly responsible. The managerial level mediates and controls the internal effects of the organization. Principals are the chief managers of schools; they must find ways to motivate teachers cultivate commitment and coordinate the work. The institutional level connects the organization with its environment. A healthy organization's technical, managerial and

institutional level are in harmony, and the organization achieves its basic function as it successfully copes with disruptive outside forces and directs its energies towards its missions (Sweetland & Hoy, 2000).

Positive student, teacher, and administrator interrelationships characterize a healthy school climate. Teachers like their colleagues, their schools, their jobs, and their students, and are driven by a quest for academic excellence. They believe in themselves and their students and set high but achievable goals. Students work hard and respect others who do well academically. Principals' behavior is also positive; that is, they are friendly, open, and supportive. Principals have high expectations for teachers and go out of their way to insure that teachers have the resources they need to do a good job.

### **Organizational Health Inventory (OHI)**

The organizational Health Inventory (OHI) of secondary schools is a 44-item questionnaire in which educators are asked to describe their behavior. The questionnaire was defined using the Parsonian perspective, expressed above, as its theoretical background (Webb & Norton, 1999). The responses vary from "rarely occurs" to "very frequently occurs" similar with the OCDQ-RS above.

Educators conceptualize seven dimensions of school health inventory using the Parsonian framework as follows (Hoy, Tarter & Kottkamp 1991). At the institutional level, a dimension called institutional integrity

was conceived as the ability of the school to remain relatively independent from its environment. Four managerial dimensions were conceptualized. "Initiating structure" and "consideration of the principal" were viewed as basic leadership dimensions, and "resource support" and "influence with superiors" were conceived as basic managerial activities.

Finally, two critical aspects of the technical level were identified. "Morale" was seen as key integrative property of teacher life, and "academic emphasis" was conceptualized as a basic feature of effective schools that linked productive teacher and student interactions.

The developers of the OHI believed that it is useful tool for measuring school climate since it reliably measures seven key dimensions of organizational health and was specifically designed, developed and tested( Webb & Norton, 1999).

#### **1.2.1.2 Combined view of measuring school Climate**

Both of the preceding climate perspectives are useful in analyzing the working environment of schools (Hoy & Sabo, 1998 cited in Sweetland & Hoy 2000; Hoy, Tarter, & Kottkamp, 1991). Both frameworks measure aspects of the school workplace. Both use intriguing metaphors of school climate. Open schools tend to be healthy and healthy schools tend to be open (Owens, 1998). Although openness and health are different, there is some overlap in their measures. Hence, Sweetland and Hoy (2000) turned to a more parsimonious perspective of the school workplace for

middle schools, one that combines the dimensions of both healthy and open school climates.

Hoy and Sabo (1998, reported in Sweetland and Hoy, 2000) performed second order factor analysis to reduce the twelve dimensions of the two major variables into four major factors which was explained 71% of the variance. The researchers use these four factors as a basis for grouping and canceling the overlapped variables (see Appendix B).

The first factor, collegial leadership, captures the essence of this factor; the principals' behavior is supportive, considerate and initiating structure but not directive.

The second factor described relationships among teachers. Four variables load strongly on this factor: Teacher engagement, teacher intimacy, and morale load in a positive direction and teacher frustration loads negatively. Hence, the researcher labeled this factor teacher professionalism, which is teacher behavior characterized by commitment to students, engagement in the teaching task, respect for the intimate relationship with colleagues, high morale, and low frustration.

The third factor was defined by resource support, academic emphasis and principal influence, which is called academic press: teachers setting high but reasonable goals, students responding positively to the challenge of these goals, and the principal supplying the resources and exerting influence to attain these learning goals.

The last factor was defined by one variable: institutional integrity, strong pressure from parents and the community to change school policy and influence the functioning of the school.

These four dimensions of climate capture the essence of school health and openness in a parsimonious manner (Sweetland and Hoy, 2000). Openness of teacher–principal relations is reflected in collegial leadership, and openness of teacher interactions is encapsulated in teacher professionalism.

In assessing the interrelationship of the four variables, Sweetland and Hoy (2000) have got significantly positive relationship of about  $r=0.53$  but environmental press was found to have non-significant relationship with all the three, collegial leadership, teachers' professionalism and academic press, ranging from 0.08 to 0.14.

### ***1.2.2 The Concept of Commitment***

To educational researchers, the degree of teacher commitment is one of the important aspects of the performance and quality of school staff. Research findings indicate that low levels of commitment may result in a decreased student achievement, higher teacher absenteeism, and increased staff turnover (American National Center for Education Statistics 1997, Porter, Steers, Modway & Boulin, 1974).

"Commitment" is the term that teachers frequently use to indicate themselves and each other. It is a word that teachers use to distinguish those who are "caring", "dedicated" and "who take the job seriously" from those" who put their own interest first".

Job commitment refers to the extent to which an employee perceives that he or she is connected to a job and involves feelings of psychological attachment, independent of affect (Rusbult and Farrel, 1983).

Porter, Steers, Modway & Boulin (1974) indicated that satisfaction and commitment were related but distinguishable attitudes. More specifically, they proposed that commitment represents a global evaluative link between the employee and the organization, job satisfaction being one of its components. Porter *et. al.* (1974) further suggested that satisfaction would be associated with aspects of the work environment and thus would develop more quickly than commitment, which would require a worker to make a more global assessment of his or her relationship to the organization as well as profession.

The concept of commitment has a large body of research literature. Early research studies initially had an organizational focus, and then expanded to include other dimensions such as professional and union commitment. (Fukamic & Larson, 1984, Kadyschuk, 1997).

However, many of the studies about commitment are far from consistency. This may partly because of the methodological issues and

partly because of the limitations of the existing theoretical framework that guide most of the researchers on commitment (Jeffers & Haughey, 2001)

### **A. Organizational Commitment**

Even if there is a large amount of literature, the theoretical frameworks about the organizational commitment of teachers are limited. Probably theoretically, the most theoretically investigated approach is the perspective advanced by Porter and his colleagues, which emphasizes the employees' affective bond with the organization (Porter, Steers, Modway & Boulin, 1974). This viewpoint asserts that organizational commitment is characterized by "(a) a strong belief in acceptance of the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization and (c) strong desire to maintain a membership in the organization" (Porter *et. al.* 1974. p. 604).

Research within this perspective has tended to focus on individual differences as antecedents of commitment, revealing that factors such as age and organizational tenure are positively related with commitment (Steers, 1977 cited in Rusbult & Farrel, 1983). Research utilizing this affective approach to commitment has also frequently revealed an inverse relationship between commitment and turnover intention (Porter *et. al.* 1974).

Reichers (1986) affirmed that such commitment could be directed at a variety of groups within the organization. Hunt and Morgan (1994, cited in Kadyschuk, 1997) identified some of the potential recipient groups for commitment as top management, supervisors, work groups, occupations (professions), departments, divisions and unions.

Organizational antecedents of commitment have also been the focus of considerable attention, with various facets of organizational culture seen as capable of enhancing or detracting from the employees' bond with the organization. Based on such research findings, Kadyschuk (1997) proposed that "organizational commitment is the core element of commitment from which (or around which) other aspects of commitment exist"( p. 17).

In most cases, followers of this theory used the Organizational Commitment Questionnaire, developed by Porter *et. al.* (1974) based on the above-mentioned three characteristics.

Organizational Commitment Questionnaire is a 15-item Likert type scale questionnaire designed to measure the degree to which subjects feel committed to the employing organization (Porter *et. al.*, 1974). Porter and his colleagues (1974) also explained that items included in the instrument are items that pertain the subject's perceptions concerning his/her loyalty toward the organization, his/her willingness to exert a

great deal of effort to achieve organizational goals and his/ her acceptance of the organizational values.

Commitment in this sense embodied a sense of being bound emotionally or intellectually to some course of action, which may include a person's relationship with another individual, group, or organization (Huntington et al., 1986). In an organizational setting, such loyalty involves feelings of attachment, which develop as individuals share values in common with other members of the group.

On the other hand, other researchers have started to focus on behavioral definition of commitment, as it is the binding of the individual's behavioral act. A fundamental expression of this view of commitment that has been a focus of a number of studies is Becker's side-Bets theory (1960 as reported and tested by Meyer and Allen, 1984). According to this view, an individual acts in a committed manner because previously extraneous situational factors have been agents of influence in the individual's present actions (Meyer and Allen, 1984).

An effort to expand the concept of commitment has resulted in the development and popularity of the other components other than the affective component of commitment (Meyer and Allen, 1984, Allen & Meyer, 1993 cited in Irving, Coleman & copper, 1997). In addition to the affective component of teachers' commitment mentioned above, Meyer and Allen developed continuance commitment (1984) and normative

commitment (1988) and formulated the tri-component model (Allen & Meyer, 1993 cited in Irving, Coleman & Copper 1997).

Continuance commitment, according to Meyer and Allen (1984), can be predicted upon the employees' pragmatic assessment of the cost and benefits of remaining with the given organization. It is believed to develop on the basis of "economic rationale" (Stevens *et. al.*, 1978 cited in Meyer & Allen, 1984). In other words, the idea of continuance commitment can be presented as the fact that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job. Continuance commitment often developed because of cost associated with leaving that resulted from investments in the organization as well as the perceived lack of alternative employment opportunities (Becker, 1960 cited in Meyer & Allen, 1984)

The third component of commitment according to the tri-component model is the normative commitment. This component is based upon feelings of moral obligation or responsibility vis-à-vis the employing organization (Irving, Coleman & copper, 1997).

The importance of the three- component model of organizational commitment, according to Irving, Coleman & Copper (1997), is that "although all three forms of commitment increase the likelihood of the individual's remaining in the organization, there are different

antecedents and consequences associated with each form of commitment"(p. 445).

Review of the related research by Irving, Coleman & Copper (1997) on the consequences of the different forms of commitment has provided evidence that affective and normative commitment are positively associated and continuance commitment is negatively associated with organizational outcomes.

Irving, Coleman & Copper (1997) further expanded the study of multiple dimensions in tri-component model, as the relationship between commitment behaviors and attitudes. They explained previous research from three perspectives whereby employees engaged in certain activities because: they wanted to (affective commitment), they needed to in order to avoid certain costs or gain certain rewards (continuance commitment), or they felt they ought to or should do certain things (normative commitment).

The tri-component model may also provide a way of understanding the structure and nature of professional commitment, given that the bond between individual and his identified profession may develop in a similar fashion to a bond between that person and his/ her employing organization.

On the other hand, Shaw and Reyes (1992, cited in Richards, O'Brien & Akroyd, 2002) examined elementary and high school teachers'

organizational commitment and workplace value orientation. According to them, the value orientation included two underlying value systems, normative and utilitarian. The normative orientation emphasized the cultural values of the organization. Schools with a normative value orientation stress shared behavior norms developed through common group experiences, and are less dependent on formal written policy and pay and time schedules. The utilitarian orientation emphasized the materialistic aspects of organizational control. Schools with a utilitarian value orientation stress scheduling and written policies to regulate teacher workload, teaching, and extra duty assignments.

## **B. Professional Commitment**

According to Sorensen and Sorensen (1974, cited in Mutasim & Hanafiah , 2002) professional commitment can be defined in a number of ways, which includes an individual's identification with and involvement in the profession; commitment and dedication to the profession; and acceptance of professional ethics and goals.

Professional commitment has been regarded as a concept separate from, and often in conflict with organizational commitment (Kadyschuk, 1997). Tuma and Gimes (1981 cited in Kadyschuk, 1997) traced an expansion of the concept where in the relationship between organizational (local) commitment and professional (cosmopolitan) commitment become more complex. Kadyschuk (1997) also clarified the theoretical relationship

between organizational and professional commitment by recognizing organizational commitment as a relative strength with which an individual identified with an organization. Professional commitment refers to the relative strength of (an individual's) identification with, and involvement in ones profession.

Additionally, Wallace (1995) also viewed organizational and professional commitment as separate and distinct phenomenon, which allows for the possibility that commitment to the organization does not necessarily occur at the expense of commitment to the profession and vice versa. Wallace (1995) also expressed that professionals in a society can be highly committed to both organization as well as profession. Additionally, Wallace (1995) provides empirical evidence that professionals in general and lawyers in particular do not necessarily experience conflict between professional and organizational commitment.

On the other hand, Mutasim & Hanafiah (2002) studied the conflict or compatibility of commitment to organization versus commitment to profession by analyzing a survey of 545 research scientists in Malaysia. They confirmed their assumption that there is no conflict between the two concepts. Significant relationship was found in the above study between commitment to profession and affective, continuance and normative dimensions of commitment to organization ( $r=.43$ ,  $.15$  and  $.52$  respectively)

The results of Wallace's (1993, reported in Kadyschuk, 1997) meta analysis study of measures for organizational and professional commitment provide persuasive evidence that the association between professional and organizational commitment is positive. In support of this, Mutasim & Hanafiah (2002) reviewed different research literature and found that there is a growing interpenetration of professional and bureaucratic characteristics at work. Baugh and Roberts (1978, cited in Mutasim & Hanafiah , 2002), for instance suggested that the interaction of professional commitment with organizational commitment should provide better satisfaction than professional commitment or even organizational commitment alone.

### ***1.2.3 School Climate and Teachers Commitment***

School climate seemed to have a natural affinity with organizational commitment. Characteristics of supportive principal behavior, for example, "The principal uses constructive criticism," or "The principal sets an example by working hard him- or herself" seem more likely to elicit commitment than directive principal behavior.(E.g. "The principal rules with an iron fist.") Similarly, where teachers support one another and are proud of their school (teacher engagement), one would expect to find a committed staff. Conversely, where teachers feel the paperwork is burdensome and the mannerisms of their colleagues annoying (teacher frustration), one would not expect to find a high level of commitment.

Research findings in Hoy, Tarter & Kottkamp (1991) have also indicated that each element of openness would be related to teachers' commitment. In their findings principal support and teacher engagement were significantly correlated in the positive direction ( $r=0.29$  and  $r=0.45$ ) where as principal control and teacher frustration negatively ( $r = - 0.22$  and  $r = - 0.36$  respectively). However, they did not find any significant relationship with teacher intimacy ( $r=0.31$ ). In the same study, openness was also found to be significantly correlated with teachers commitment ( $r = 0.46$ ).

In a study about the relationship of school health and teachers' commitment, Hoy, Tarter & Kottkamp (1991) also found a positive correlation between a general index of school health and organizational commitment  $r=.55$ . This indicates a moderately strong relationship between the variables. They also found positive correlations between each of the seven elements of the health inventory and teacher commitment to the school. Each zero-order correlation was statistically significant, ranging from  $r=.28$  for institutional integrity with commitment to  $r=.44$  for academic emphasis with commitment.

Carr *et. al.* (2003) suggested that, the relationship between climate and behavioral outcomes is formed through its influence on commitment and satisfaction, consistent with Bandura's social-cognitive theory of motivation, which suggests that performance occurs through the cognitive-affective state of sustained interest and positive affective

reactions. In their meta-analytic path analyses study of climate, Carr and others (2003) presented a conceptual model (see below) suggesting that climate is directly related with job satisfaction and organizational commitment (what they called cognitive- affective states).

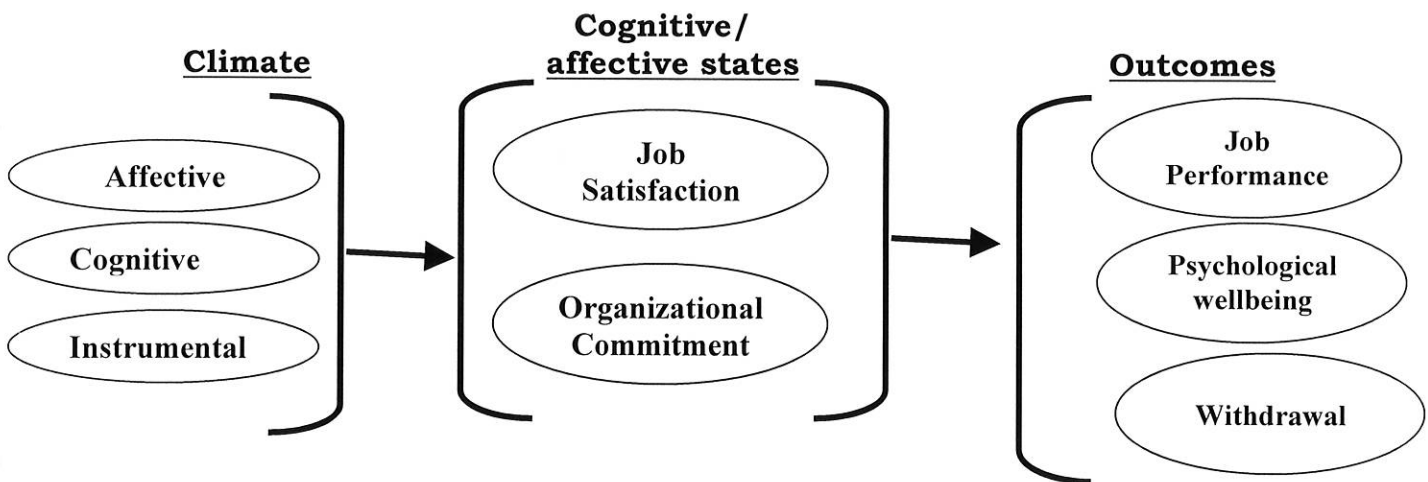


Figure 1. Conceptual Framework of Climate by Carr *et. al.* (2003)

According to the conceptual model and correlation result of Carr *et. al.*, (2003) we can observe that climate is significantly directed with commitment, which in turn had a direct impact on job performance, psychological wellbeing and withdrawal.

On the other hand, a healthy school environment and high teacher morale tend to be related. A principal's ability to create a positive school climate and culture can affect teacher morale. Principals who control many of the contingencies in the work environment, are the source of much reinforcement for teaching behavior, and are the keys to improving the morale and self-esteem of teachers, (Webb & Norton, 1999).

Favorable workplace conditions were positively related to teacher's job satisfaction regardless of whether a teacher was employed by a public or private school, an elementary or secondary school, and regardless of teachers' background characteristics or school demographics (National Center for Education Statistics, cited in Linda, 1998).

The study also found that teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not.

In support of this, Anderson (1982) reported from the review of related literature that several researchers have considered teacher commitment to improve students' academic performance as a significant variable in climate.

Based on these reviews of literature, the researcher hypothesized that significant relationships would exist between school climate and the professional commitment of teachers.

The prestige accorded to teacher in a society also has to do with the consequences it holds for teaching- learning process (Leavit, 1991). The social value of teaching determines the kind of person attracted to the profession. Where the prestige and rewards of teaching are low, only those unable to complete for greater success in a society will find teaching attractive. The prestige of teaching may also operate as a force affecting directly the effectiveness in teaching.

#### ***1.2.4. Work Experience and Teachers' Commitment***

Teachers' work experience is one of the most crucial issues that could influence commitment of teachers' to their profession. Several researchers have reported contradictory findings to their issue.

Some researchers claim that commitment is formed before teachers take their first teaching jobs, which can influence their level of satisfaction. According to them, work experience has no significant relationship with teacher's professional commitment. Reyes (1992, cited in Kadyschuk, 1997) on the other hand said that, commitment of teachers dropped with experience. Sari (2004) also found that the more working experience teachers have the less job satisfaction they experienced.

On the contrary, many research findings support the notion that teachers' commitment related positively with amount of work experience. Rohland (1991 cited in Kadyschuk, 1997) found that teachers who stayed in teaching were those who had successful teaching experiences. Meyer and Allen (1984) also reported that four of the five commitment scales, except continuance commitment scale, were found to have strong positive correlation with work experience.

March & Mannari (1977) justified such findings as the committed employee considers it morally right to stay in the company, regardless of how much status enhancement or satisfaction gives him or her over

years. In other words, committed teachers tend to stay more in schools and be more experienced.

Raju and Stjvastava (1994) also found that committed teachers were intrinsically motivated, satisfied with their career choice and intended to stay in the profession.

### **1.2.5 Summary**

Job Satisfaction and turnover of teachers have been focal areas of investigation for a number of years. Although diverse reasons have been given for their relationship, several researchers have postulated school climate and organizational commitment to be antecedents of turnover and job satisfaction (Hoy & Miskel, 1996, Williams & Hazer, 1986, Porter et al., 1974)

However, attempts to investigate the effects of the antecedent variables and their interrelationship have suffered from conceptual and methodological limitations.

The present study briefly reviewed the concepts of commitment and school climate with their subcomponents and also made an attempt to adopt local instruments for measuring the major concepts discussed above.

Using the review as background, the present research wanted to concentrate on school climate mainly because of the fact that learning and teaching occurs best in school climate that are positive, orderly, courteous, and safe. Defiant, disruptive and violent behaviors decrease

the effectiveness, efficiency, and relevance of teaching and learning for every one. Schools around the globe are experiencing increasing difficulty in their effort to provide a full continuum of effective and positive learning and teaching environments for all students.

### **1.3. Statement of the problem**

The researcher's interest in the relationship of the two broad constructs, school climate and teachers' commitment, raised a number of issues concerning the concepts, instruments and relationships associated with the topic. These include:

- a. In most of the previous research studies, the concept of climate have been seen on the side of openness (Zenebe, 1996) or health only. However, recent findings (Hoy & Miskel, 1996, Sweetland & Hoy, 2000) have indicated that school climate is a wide issue comprising of both dimensions.
- b. In addition, many of the previous findings have tried to assess the status of commitment or climate in schools while some other researchers related commitment with its consequences such as turnover, satisfaction and burnout. However, the relationship of commitment with its antecedent factors, such as school climate, has not been adequately tested.
- c. Furthermore, in assessing those conditions in the country's context, the researcher found that there is almost no research study on those issues.

## ***The problems***

The major purpose of this research study is to arrive at an answer to the following questions.

1. To what extent does school climate contribute to teachers' professional commitment?
2. Which, if any, of the components of school climate have a significant relationship with teachers' professional commitment?
3. Is there any interrelationship among the components (dimensions) of school climate?
4. Do the three dimensions of school climate (collegial leadership, teacher professionalism, and academic press) predict teacher commitment?
5. Does teachers' professional commitment vary significantly across years of experience?

### **1.4. Objectives**

The overall purpose of the present study is to examine the relationship of the two variables, school climate and teachers' professional commitment in Jimma zone high schools, and to assess the effect of the major demographic variable, work experience, on commitment. More specifically, the objectives of this study are the following:

- To find out how much the combined measures of school climate related with teachers' professional commitment,
- To indicate the relationship between components of school climate with professional commitment of teachers,
- To assess the interrelationship between measures of school climate,
- To check whether the dimensions of school climate serve to predict teachers' professional commitment in high schools,
- Finally, to find out if there is significant difference on teachers' professional commitment based on work experience.

## 1.5. Operational definitions

For the sake of convenience and common understanding of important terms, the researcher presented the following definitions for the important terminologies to be used repeatedly in this study:

**1. Professional Commitment:** In this study, professional commitment is defined as an individual's identification with and involvement in the school as well as teaching. More specifically, it can be defined as a combinational effect of the three major components of commitment: affective, continuance and normative commitment.

**2. School Climate:** - School climate can be defined as the pervasive quality of school environment experienced by students and staff, which affects their behavior and is based on their collective perceptions behaviors in the school. In technical terms, school climate can be defined as the combination of openness and health of schools.

**3. Government high schools:** - In this context, they refer to schools comprising grades 9 to 10, which are governed and owned by the Jimma zone education bureau.

## **1.6. Significance**

This study is significant in providing practical suggestions for how education policy decision-makers at various echelons and other stakeholders including teachers themselves, schools and communities can help to improve school climate to encourage commitment of teachers.

Information emanated from the findings of the study on factors that influence teachers' commitment can be of considerable importance in career counseling of prospective teachers.

Though the issue is a crucial concern, the researcher observed that there is extreme shortage of studies especially in our county. Hence, the other major significance of this study is that it can serve as a stepping-stone for further study.

## 1.7 Justifications

The importance of education to national well-being and development is unquestionable. It is a means of shaping the young generation to the desired outcomes. The realization of educational objectives directly relates to the effectiveness of teaching.

Since the nature of the teaching profession is different from others, much attention should be given for the improvement of the profession. This is mainly due to the fact that the effect of malpractice in teaching may not be easily identifiable.

However, the effect of improvement in teaching profession pervades social, economic, cultural aspects of human life. Therefore, the researcher believes that a national commitment to education is not only important but also necessary.

In this respect, concern for maintaining educational standard is strongly articulated in our society. On the other hand, several social and psychological factors hamper the realization of the standard, give rise to negative effects, and threaten teachers' self-esteem and well-being.

Finally, The researcher strongly believes that there is a need to identify those factors and update teachers continually so that they can meet work demands.

## **1.8. Delimitations and limitations**

As a general distinction, the researcher believes that delimitations are self-imposed parameters, or scopes, of the research placed by the researcher; whereas, limitations are those restrictions placed in the research beyond the control of the researcher. Based on this common understanding, the research has the following delimitations and limitations.

### ***a. Delimitations***

This study was planned to understand and evaluate the relationship between teachers' commitment and school climate among government school teachers of Jimma zone.

Although factors affecting teaching effectiveness include many aspects like educational facilities, curriculum, pupil achievement, colleague rating and others, this study was delimited to the two variables, school climate and professional commitment. This is because data collection and analysis require extensive labor and time.

The researcher intentionally selected Jimma (town) because of the fact that the problem of job satisfaction, motivation and turnover is higher in such towns (Befekadu, 2001). The familiarity of the researcher with the town also facilitated easy access to the respective schools for data collection.

### ***b. Limitations***

In most of the sample schools, the researcher faced shortage of teachers to be sampled randomly.

Further, the sampling frame was delimited to Jimma zone high school teachers only; hence, the result is not necessarily generalizable to the national situation.

## **1.9. Organization of the Paper**

This study is organized in four major chapters. The present chapter is a brief introduction of the overall study. In addition, it described what previous researchers have said about the two major variables, their dimensions and relationships to be covered in the present study. It also tried to examine instruments used in measuring the two variables.

The next chapter describes the research design and methodology used for data collection and analysis. It also includes the validity and reliability of the instruments to be used in the final study. Analysis and interpretation of the collected data is presented in the third chapter.

In the last chapter we will find a summary and discussion. Furthermore, the researcher's recommendations are given. Appendices that include Amharic and English versions of the survey questions and additional statistical data that support or clarify observations and interpretations made in the study are also included in this report.

## CHAPTER TWO

### Method

#### 2.1 Overall Design

This study was designed to assess the relationship between school climate and teachers' professional commitment.

**Background variables:** These variables included sex, age, area of residence (rural versus non-rural), academic background (Degree or Diploma) and work experience. These variables could influence the result of the study importantly. Hence, the researcher has tried to include all these variables in the sample teachers.

#### 2.2 Study area

The researcher initially planned to implement the study on the two high schools of Jimma town and other five high schools of the neighboring woredas by taking 20 teachers from each of these seven high schools. However, because of the wideness of the zone (which consisted of thirteen woredas) and the difficulty of getting twenty teachers from those small woreda high schools, the researcher was forced to revise the plan in the field area.

Based on the revised plan, the researcher decided to take twenty teachers from every "urban" high school and a minimum of fifty percent of the total number of teachers from the "rural" high schools.

According to the information collected from Jimma zone education bureau, the zone has thirteen woredas and the researcher decided to take nine woreda high schools and decided to remove four high schools, with small number of teachers, out of the population. In addition to this, two high schools found in Jimma town special zone were included in this study.

For the sake of answering the last question of this study, which assessed teachers' commitment on the basis of their work experience, the researcher purposively divided teachers from the eleven secondary schools based on their teaching experience.

As we can see from Table 6 of the result section, we can observe that the samples taken for the study fairly represent teachers of different work experience.

## **2.3 Participants**

### **A. Teachers**

The sampling frame for this study was all high school teachers in Jimma zone. Sample teachers teaching in the eleven high schools were taken as respondents for this study. A total of one hundred and fifty three teachers were selected for this study. From the total number of samples 93 (60.8%) were taken from the rural and 60 were from urban high schools (See Table 7 for details).

Table 2.

Summary of Educational Statistics of Jimma Zone by Woreda (1997 E.C.)

Woreda	1 <sup>st</sup> cycle secondary Schools			Samples Taken		
	Enrollment	% female	No. of Teachers	Number	% of samples from first cycle	Unreturned questionnaires
Goma	4448	40.60	74	20	28	-
L/Kosa	1653	38.90	30	14	47	4
S. Chekorsa	1648	29.20	28	11	39	6
Mana	1065	31.20	24	13	54	5
O. Nada	1020	32.20	20	14	70	-
Sekoru	1017	38.10	21	16	76	-
Dedo	978	29.60	17	7	41	3
Gera	787	30.70	14	6	43	2
Kersa	766	32.60	14	12	86	2
Sigmo	601	18.30	12	-		-
T. Afata	350	24.60	8	-		-
Setema	347	29.10	9	-		-
L/Saka	334	29	11	-		-
<b>Total</b>	<b>15014</b>	<b>34.30</b>	<b>282</b>	<b>113</b>		<b>22</b>
<b>Jimma Special zone high schools</b>						
Woreda	1 <sup>st</sup> cycle secondary Schools			Samples Taken		
	Enrollment	% female	No. of Teachers	Number	% of samples from first cycle	Unreturned questionnaires
Seto Semero	2622	50.46	53	20	38	-
Jiren	4068	48.37	62	20	32	-
<b>Total</b>	<b>6690</b>	<b>49.42</b>	<b>115</b>	<b>40</b>		<b>-</b>

Source Jimma Zone Education bureau

## **B. Principals**

For the purpose of collecting additional information about the school climate and teachers' commitment in their schools, the researcher conducted an interview with every principal, eleven altogether, in the sample high schools after the completion of data collection from teachers.

In summary, as we can see from Table 5 to Table 7 of the results section we can say that the goal of high response rates for this study was attained. The researcher believes two significant features of the study contributed for this success of the study. First, the issue itself and the items included in the instruments had direct relationship with teachers' own concern. Second, the presence of the researcher in person in all the data collection areas made them feel that the data will be kept confidential. In some areas, the researcher faced difficulties because of reservations to allow direct communication with teachers on the part of the principals and teachers' fear of giving their genuine responses to some items (especially those related with principals' leadership) on the side of the teachers. However, the researcher solved most of the problems by making direct discussions and briefing about the objectives of the research.

## 2.4 Data Gathering Methods

Before the collection of the actual data, a pilot test was done on 50 teachers of Addis Ababa high schools.

Sample teachers were taken from five high schools using the available sampling method. Ten (available) teachers completed the questionnaire.

### **Pilot study**

The pilot study had the following major goals:

1. To check that the instruments could answer the problem statements mentioned.
2. To provide statistical evidence for reducing the number of items needed to measure the two variables, namely school climate and teachers' professional commitment and,
3. To establish that the survey instruments were valid for revealing the dimensions

The pilot study used 26 items of professional commitment and a 60-item school climate survey form that contained 19 items for collegial leadership, 17 items for academic press, 17 items for teachers' professionalism and seven items for environmental press. There were also four demographic items included in the study.

In order to check the internal consistency of the measures for school climate, the researcher used SPSS. Then, based on the results from the

pilot study, faulty items with relatively low item-total correlation that could reduce the overall reliability of the instrument were removed.

However, one of the subscales of school climate (Environmental press) had a lower reliability estimate and the reduction of faulty items in this measure made the number of items very small. Hence, the researcher decided to correct the wording of the scale, merge the items with high item total correlation with the teacher's professionalism items, and implement the pilot study for the second time. After all these processes, the instruments became more reliable with high reliability scale ranging from 0.81 to 0.95. The reliability results of the scales is shown in the table below.

Table 3

Reliability Estimate of the Scales

Scale/Subscale	Reliability (Cronbach $\alpha$ )
Professional commitment	0.93
School Climate as a whole	0.95
School Climate Subscale I (Collegial leadership)	0.91
School Climate Subscale II (Teachers' Professionalism)	0.81
School Climate Subscale III (Academic Press)	0.90

Finally, the instruments for this study were reduced to 25 commitment items and 47 school climate items.

Before the data gathering process began, teachers involved in the main study were told about the objective of the study and other clarifications about the study by the researcher.

## **Instruments**

The following instruments were used for data collection.

### **1. School climate**

To measure the organizational climate of schools, two instruments were merged and used. The Organizational Climate Description Questionnaire, Revised Secondary (OCDQ-RS), and the Organizational Health Inventory.

The OCDQ-RS is a 34-item questionnaire in which teachers were asked to describe the extent to which specific behavior patterns occur in schools. OHI on the other hand is a 44-item, Likert type, descriptive questionnaire that measures seven dimensions of school health. The responses on both vary along the five-point scale defined by the categories " Never Occurs ", "Occurs Rarely ", "Occurs Sometimes ", "Occurs often" and " Occurs very often ".

As explained earlier, both questionnaires measure aspects of the school workplace. Open schools tend to be healthy and healthy schools tend to be open (Hoy & Sabo, 1998, cited in Swetland & Hoy, 2000). Although, openness and health are different, there is some overlap in their measures. Hence, the researcher turned to a more parsimonious perspective (Sweetland and Hoy, 2000) in the school work place, one that combines the dimensions of both healthy and open school climates(See Appendix B).

The subtests of both instruments were previously subjected to a second-

order factor analysis (Hoy and Sabo, 1998 cited in Sweetland & Hoy, 2000), which defined the four basic climate dimensions used in our statistical analyses: collegial leadership, teacher professionalism, academic press, and environmental press. In the above analysis, the four factors explained 71% of the variance and covered the two climate dimensions quite well.

Based on this framework the researcher decided to divide all the 34-items of openness and 44-items of organizational health scales into the four factors.

After all these processes, the School Climate Index (SCI) was developed. The index has three dimensions —collegial leadership, teacher professionalism, and achievement press for students to perform well academically. The measure is a combination of the OHI and OCDQ-RS.

### **Dimensions (Subtests of the SCI)**

**Collegial Leadership** is directed towards both meeting the social needs of the faculty and achieving the goals of the school. The principal treats teachers as professional colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance.

**Teachers Professionalism** is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support.

**Academic Press** describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and the principal exert pressure for high standards and school improvement.

## **2. Professional Commitment Index (PCI)**

The professional commitment index is a 25-item teaching commitment descriptive measure for teachers. The index has three dimensions: Affective, continuance, and normative commitments. It is based in tri-component theory of Allen & Meyer (1984).

### **Dimensions (Subtests of the PCI)**

**Affective Commitment:** Directed toward affective or emotional orientation to the school. It is believed that, affectively committed teachers will remain in the school for their own sake.

**Continuance Commitment:** The extent to which commitment is related to economic rationale. Continuance committed teachers do not leave school for fear of losing their benefits, pay cuts, and fear of not finding another job.

**Normative Commitment:** Describes the teacher's commitment based on moral obligations or responsibility with the employing organization. Normative commitment stresses shared behavior norms developed

through common group experiences, and is less reliant on formal written policy, pay and time schedule.

### **Administering the Instrument**

In administering the instruments, anonymity of the teacher respondents was guaranteed. Teachers were not asked to sign the questionnaire and no identifying code was placed on the form. The researcher was responsible for administering all the questionnaires to the sample teachers and, as much as possible, the researcher clearly informed the respondents about the objectives and scope of the research to create a non-threatening atmosphere and encourage them to give candid responses.

### **Scoring**

In coding the collected results, the researcher first sorted out negative items from each scale and assigned alternative scoring method (numerically) as in the table below.

Table 4.  
The Numerical Representation of Alternatives

School climate alternatives	Professional commitment alternatives	Scores for positive items	Scores for negative items
Never Occurs	strongly disagree	1	5
Occurs Rarely	disagree	2	4
Occurs Sometimes	agree/disagree	3	3
Occurs Often	agree	4	2
Occurs Very Frequently	strongly agree	5	1

Each item was scored for each respondent, and then an average variable score for each individual was determined by averaging the item scores.

Content validity of the items was checked to see whether or not the items cover the basic theory of each dimension and whether there is no redundant item by the researcher as well as by the colleagues of the researcher who are graduate students.

## **2.5 Methods of Data Analysis**

After all the data were collected from the sample teachers and students, analyses of data were done in the following manner:

- In answering the first question of the problem statement, that is, the relationship of school climate and teachers' commitment, the results of the combined measures of school climate sub-scale (x) was correlated with teachers' commitment scale results (y).
- To find an answer to the second question, i.e., the relationship of each component of school climate with teachers' commitment, the separate results of school climate dimensions ( $X_1$ ,  $X_2$ ,  $X_3$  &  $X_4$ ) were correlated to teachers' commitment (y) result.
- Interrelationship of the subscales of school climate was also done by the correlation technique.
- Regression analysis was done to assess the predictive power of school climate subscales on teachers' professional commitment and to check how much the dependent variable is accounted for by the independent variables.

## **KEY**

AVGTOT -Average result of the total school climate variables

AVGSC1 - Average result of the first school climate subscale ( collegial leadership)

AVGSC2 - Average result of the second school climate subscale (Teachers' professionalism)

AVGSC3 - Average result of the third school climate subscale (Academic press)

AVGCOM- Average result of the total teachers' commitment scale

## **2. Dimensions of School climate**

### **a. Commitment scale**

From Table 9 above, we can observe that collegial leadership( $r=0.199$ ,  $\alpha =0.05$ ), teachers professionalism( $r=0.464$ ,  $\alpha =0.01$ ) and academic press ( $r=0.282$ ,  $\alpha =0.01$ ) are significantly related to professional commitment.

### **b. Interrelationships**

The correlation results show that all the three subscales of school climate have significant positive interrelationships. Academic press is related to teachers professionalism ( $r=0.536$ ,  $\alpha =0.01$ ) and collegial leadership ( $r=0.443$ ,  $\alpha =0.01$ ). Similarly, collegial leadership and teachers professionalism have a significant relationship( $r=0.305$ ,  $\alpha =0.01$ ).

## **3.3 Multiple Regression Analysis**

Whereas coefficient of correlation was useful to indicate the significant relationship between the dimensions, multiple regression analysis allows the researcher to investigate closely the effects of variables.

Garret (1981) pointed out that in order to use regression analysis for prediction, all the dependent and independent variables should have normal distribution or they showed not badly skewed.

To check on the normality of the distributions the researcher used chi-square test of normality. The result is presented in Table 10.

Table 10  
Chi-square Test of Normality for the Final Study

	AVGSC1	AVGSC3	AVGSC2	AVGCOMM	Experience
Chi-Square	57.458	101.908	109.059	93.294	27.667
df.	55	42	44	52	5
Asymp. Sig.	.384	.000	.000	.000	.000

From the chi-square result of Table 10 it is clear that  $\chi^2$  lies beyond the limit 0.01. Hence, there is no evidence to indicate that the variables do not have normal distribution. The result regarding collegial leadership is similar but not convincing.

Table 11

Step-wise multiple regression analysis result in the final study

	Sum of Squares	df	Mean Square	F	Sig.	R <sup>2</sup> =0.22**
Regression	11.694	3	3.898	13.972	.000	
Residual	41.568	149	.279			
Total	53.262	152				

Table 11 (above) shows the amount of variance accounted by all of the three independent variables. From the Table, it seems that teachers' commitment is about 22% dependent in school climate.

Table 12.

Beta weight analysis of each coefficient in the regression equation

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.447	.274		5.272	.000
AVGSC1	3.299E-02	.048	.056	.690	.492
AVGSC2	.513	.102	.434	5.048	.000
AVGSC3	2.699E-02	.103	.024	.263	.793

Dependent Variable: AVGCCOMM

From Table 12, above, we can suggest that, teachers' professionalism variables were more influential than collegial leadership and academic press variables, in predicting of teachers' commitment.

### 3.4 Results of Differences between Teachers'

#### Commitment and Work Experience

Concerning the difference in teachers' commitment to their profession based on their years of experience the ANOVA result is as follows

Table 13

ANOVA result of Teachers' Commitment with their Experience in Teaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.432	5	1.486	4.768	.000
Within Groups	45.830	147	.312		
Total	53.262	152			

To check which category contributed most to the difference, the researcher further implemented Tukey HSD test (See the detailed result of the test in Appendix C). According to the Tukey result, teachers with long, i.e. more than 15 years of service or teaching experience, have relatively higher average commitment results than those with less than 15 years in teaching. Again, the result showed that teachers with greater than 25 years of service have the highest commitment result (mean=3.32).

### 3.5 Summary

Three approaches were used in this chapter to answer the research questions. First, the Pearson product moment correlation coefficient procedures were applied to the data to examine relationships among the variables within the contexts of schools. The correlational analysis suggested that there is a positive relationship between school climate and teachers' commitment variables. The interrelationship of the variables was confirmed to be significantly positive.

Multiple regression analysis was used to examine the predictive power of the subscales of school climate to teachers' professional commitment and to find out the amount of variance of the independent variables accounted by dependent variables. In this regard, school climate was found to contribute significantly to teachers' commitment.

Finally, in assessing the variation of teachers' professional commitment with teaching experience, it appears that commitment of teachers differs according to their experience.

## CHAPTER FOUR

### Discussion

Teachers' commitment does not take place in a vacuum. Rather, many factors could contribute for the development of teachers' commitment. The findings concerning the relationships of the study variables and the conclusions reached from the results are discussed below.

#### 4.1 Relationship of Teachers' Commitment with School

##### Climate

The results of the present study revealed that teachers' commitment is related to school climate. Carr *et. al.* (2003) in their meta-analytic path analysis study of climate in 51 studies with 70 samples reported a similar result. Hoy, Tarter & Kottkamp (1991), in their extensive study about school climate, also found moderately strong positive relationship of teachers' commitment with organizational health inventory ( $r=0.55$ ) and openness in school ( $r=0.42$ )- which are the two pillars of school climate.

Referring to the relationship of the school climate with teachers' professional commitment, the researcher of the study particularly observed in the study site that there are several factors related with school climate, such as administrative problems and curriculum affairs.

The researcher also observed from his informal discussions with teachers as well as from their responses of the open-ended items of the questionnaires that teachers had several complaints on different issues such as, favors on the assignment of principals, shortage of money and no additional income or privileges and lack of interest of students to learn. Many of the sample respondents also reported that they love the profession but because of the reasons mentioned above and other factors their commitment to teaching is very much decreasing and that hampers them from working as they wished.

Besides the statistical findings, those and other climatic problems in the school environment are believed by the researcher as root causes for the lack of commitment on the sides of teachers. Theoretical models given by several researchers (Such as Carr *et. al.*, 2003) could serve as a supporting evidence for this assertion.

The results of the present study suggest that, the relationship of the three components of climate with teachers' professional commitment was positive as expected. Thus, the results consisted with that of Hoy, Tarter & Kottkamp (1991), who found weaker results for the collegial leadership variables, including principal's support, principal's control and principal's consideration, ranging from .22 to .30. The above researchers also found correlation of .31 to .44 between academic press and teachers' commitment.

In a related finding, Sweetland and Hoy (2003) have found significantly positive relationship of the three components (ranging from 0.49 to 0.58) with teachers' empowerment, which is almost similar with present findings.

The present evidence shows that a better school climate could fairly influence teachers' commitment to their profession, which has a direct impact on job performance, psychological well being and withdrawal. In additions, more emphasis should be laid in developing teachers' professionalism, academic press and collegial leadership in order to have more committed teachers.

Additionally, similar with the findings of Sweetland and Hoy (2000), all the three variables of climate were found to be significantly interrelated to each other. From this result the researcher observed that the three components of school climate, collegial leadership, teachers' professionalism and academic press, are significantly interwoven. In other words, it seems impossible to talk about climate by taking one and leaving the other. This finding also seems consistent with theoretical notion of Sweetland and Hoy (2000).

From the findings of the regression analysis, it appears that the three dimensions of school climate help in predicting teachers' commitment. Among the dimensions, teachers' professionalism was found to be more influential than collegial leadership and academic press variables. We can also infer

from the findings that schools having a better climate could be perceived as having more committed teachers.

However, if we critically see the variance of teachers' commitment accounted by the three components of school climate, it was about 25%. This may imply that there are other factors which contributed to teachers' commitment than school climate.

As to the results of teachers' professionalism, which has relatively high relationship with teachers' commitment in the study site, it may not be surprising to reach at this conclusion because of the fact that commitment is also one of the subcomponents of professionalism.

Results also revealed that teachers' commitment could be well developed by making the components of school climate more favorable. This includes making the principal's leadership more collegial, creating sense of competence, autonomous judgment, cooperation and support among teachers (teachers' professionalism), and making the school set high but achievable academic standards and goals (academic press).

## **4.2 Relationship of Teachers' Commitment with Work**

### **Experience**

According to the present study, a significant difference was observed on teachers' professional commitment depending on their work experience. Though there are some findings that revealed the present result (such as

the one by Kadyschuk, 1997 and Zenebe, 1996), many research findings (Meyer & Allen, 1984, Porter *et. al.*, 1974) reported the opposite, and in congruence with the present result.

In the formal interview with principals and informal discussion with teachers, the researcher found supportive evidence that, many novice teachers started career with uncertainty and find their jobs more demanding and challenging than expected. As a result these teachers tend to be less committed and reconsider their choice. Certainly, it seems reasonable to suggest that some costs associated with leaving will increase over time (for example, pension allowance, seniority privileges, organization-specific training etc.).

From the observations in the field sits and from the early experience of the researcher, it appeared that, at the beginning teachers came with high morale and great expectations to implement what they have learned in higher institutions. However, actual conditions in the working area, especially in the rural areas, are not as attractive and facilitated to work as their expectations. As a result, their great morale and commitment gradually dropped and started to search for some other way of living.

On the other hand, teachers who continued to teach for not finding another job or any other reasons will become familiarize with these conditions. As a result, they started to join with different individual and social commitments that would force them not to leave the area easily.

The prestige accorded to the experienced teachers by the students, administration as well as the society is higher as compared to that of the younger teachers and this may be taken as another possible reason for the difference in commitment.

Hence, because of those mentioned above and other possible reasons, the researcher feels that it is difficult for the experienced teachers to leave their localities. Gradually they may start to think as if they were born to be and remain teachers!

Regarding this issue, Salancik (1977, cited in Meyer & Allen, 1984) interpreted a similar result by saying that "experienced employees have received more rewards from the organization, (E.g. are in better positions) that they represent a self-selected group, or they have "Justified" to themselves that their long service to the organization by deciding they like it"(p. 378).

As opposed to this, Zenebe (1996) found no evidence to support his prediction that teachers with more teaching experience are more able to critically evaluate and understand the conditions in their schools.

Concerning the components of school climate that have significant relationship with teachers' professional commitment, all the three components of commitment, i.e. collegial leadership, teachers' professionalism and academic press, have statistically significant positive relationship with teachers' commitment.

Pertaining to the interrelationship among components of school climate, all the three components of school climate, i.e. collegial leadership, teachers' professionalism and academic press, were statistically interrelated with each other.

With regard to the dimensions of school climate that predict teachers' commitment, it was found that about 25% of the difference in teachers' commitment may be accounted by three dimensions of school climate. Among the three subscales listed, teachers' professionalism appears to be the most influential while collegial leadership comes next.

As far as the variation in teachers' professional commitment on the basis of years of experience is concerned, analysis of variance indicted that there is a significant difference of teachers' commitment across years of experience. In the study, it is found that average commitment of teachers increased after 15 years of experience.

## 5.2 Conclusions

From the results of this study, the following conclusions could be made.

- Even though policy makers and the society are thinking of several things for the improvement of teachers' commitment, favorable and attractive school climate is found as one of the most important factors to be considered for the improvements of their professional commitment.
- The concept of school climate, i.e. collegial leadership, teachers' professionalism and academic press, is significantly related to teachers' professional commitment as well as to each other.
- Though school climate is an important factor to be dealt in the assessment of teachers' commitment to their profession, there are also some other factors, which could have an impact on their commitment.
- Experience of teachers in teaching is also one factor, which could create difference on commitment. However, the causes for this difference are yet to be studied.

### 5.3 Recommendations

The researcher gives the following recommendations for future researchers, educational administrators and other concerned bodies:

- Emphasis should be given to develop conducive school environment for the development of the teaching learning process.
- Policy makers should give more for improving teachers' commitment by creating more appropriate and attractive working environment.
- The present study should be replicated with larger and nationwide samples of teachers to confirm whether the result could be generalizable beyond the limitations of the present samples.
- The present study considered just one factor, school climate which affects teachers' commitment to a limited range, but the researcher feels that there are also other factors to be considered for a better understanding of commitment. These include students' interest to learn and teachers' participation in academic decision-making. Therefore, future researchers should assess those other factors in addition to school climate.
- A more detailed study is also needed to find out the reasons for the differences in teachers' commitment due to their work experience. That is, further research should be done to explain why experienced teachers are more committed and why less experienced have low commitment to their profession.

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(Specify)

## Section two

The following items requests your perception regarding your relationships to your school and to teaching as profession. Please indicate the extent to which each statement characterize you by making "X" in the appropriate box.

No.	Feelings	Alternative responses				
		Strongly Disagree	Disagree	Agree /Disagree	Agree	Strongly Agree
1	I do not feel like part of the family at the school					
2	I am not concerned about what might happen if I left the school without having another person lined up.					
3	I do not feel any moral obligation to remain in teaching.					
4	I feel emotionally attached to the profession					
5	It would be very hard for me to leave the school right now even if I wanted to					
6	Working at teaching profession has a great deal of personal meaning for me					
7	Too much in my life would be disrupted if I decided to leave this school now					
8	Teaching is an ideal profession					
9	Even if it were to my advantage, I do not feel it would be right to leave now					
10	I feel a strong sense of belongingness to my school					
11	It wouldn't be too costly for me to leave this profession now					
12	I would feel guilty If I left the profession now					
13	I am proud to tell others that I am a teaching.					
14	Right now, staying with this profession is a matter of necessity as much as desire					
15	Even if I got all the money I wanted I will continue in teaching					
16	The school deserves my loyalty					
17	I would be happy to work at this profession until I retire					
18	It would be wrong to leave this school right now because of my obligation to the people in it					
19	One of the serious consequences of living as a teacher would be the scarcity of available alternatives.					
20	I really feel that any problems faced by this school are also my problems					
21	I have great respect to teaching.					

22	I enjoy discussing teaching with people outside of the school.					
23	I found teaching to be my right choice					
24	I found my belief match with the school's belief					
25	I am not happy by choosing teaching as a profession					

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Section three

The following are statements about your school. Please indicate the extent to which each statement characterizes your school by putting an "x" mark in the appropriate box.

S. No.	Statements	Alternative responses				
		Occurs Never	Occurs rarely	Occurs Sometimes	Occurs Often	Occurs very frequently
A.						
1	The principal sets an example by working hard himself/herself.					
2	The principal compliments teachers					
3	Teacher-principal conferences are dominated by the principal.					
4	The principal is friendly and approachable					
5	The principal makes his or her attitudes clear to the school.					
6	The principal goes out of his/her way to help teachers.					
7	The principal explains her/his reasons for criticism to teachers.					
8	The principal lets faculty know what is expected of them					
9	The principal is available after school when assistance is needed.					
10	The principal uses constructive criticism.					
11	The principal is autocratic.					
12	The principal is willing to make changes.					
13	The principal talks more than listens.					
14	The principal treats all faculty members as his or her equal.					
15	The principal maintains definite standards of performance.					
16	The principal schedules the work to be done.					

S. No.	Statements	Alternative responses				
		Occurs Never	Occurs rarely	Occurs Sometimes	Occurs Often	Occurs very frequently
<b>B.</b>						
1	The teachers spend time after school with students who have individual problems.					
2	Teachers are proud of their school					
3	Teachers are friendly with students.					
4	Teachers help and support each other.					
5	Teachers know the family background of other faculty members.					
6	Teachers have too many committee requirements.					
7	The morale of teachers is high.					
8	Teachers invite other faculty members to visit them at home.					
9	Teachers accomplish their jobs with enthusiasm.					
10	Teachers respect the personal competence of their colleagues.					
11	The school is vulnerable to outside pressures.					
12	Community demands are accepted even when they are not consistent with the educational program.					
13	Teachers feel pressure from the community.					
14	Select citizen groups are influential with the school's administrative affairs.					
<b>C.</b>						
1	Extra materials are available if requested					
2	The principal gets what he or she asks for from superiors.					
3	Students in this school can achieve the goals that have been set for them.					
4	The school sets high standards for academic performance.					
5	Teachers are provided with adequate materials for their department					
6	The principal is able to work well with the superintendent					
7	Students respect others who get good grades.					
8	Teachers receive necessary classroom supplies.					
9	The principal recommendations are given serious consideration by his or her superiors.					
10	Students seek extra work so they can get good grades					
11	Teachers in this school believe that their students could achieve academically.					
12	Supplementary materials are available for classroom use.					
13	The principal is impeded by superiors					
14	Academic achievement is recognized and acknowledged by the school.					
15	Students try hard to improve on previous work.					
16	Teachers have access to needed instructional material					
17	The learning environment is orderly and serious.					

Additional comments: \_\_\_\_\_

\_\_\_\_\_

አዲስ አበባ ዩኒቨርሲቲ  
ሥነ ትምህርት ኮሌጅ  
መጠይቅ

የመጠይቁ አላማ

የዚህ መጠይቅ ዋና ዋና ዓላማ በትምህርት ቤትና እና በአካባቢው ሁኔታና በመምህራን የማስተማር ፍላጎት (ትጋት) መካከል የሚታዩ ግንኙነቶችን ለማስመልከት ለሚደረግ ጥናት መረጃዎችን ለመሰብሰብ ነው። ለጥናቱ መሳካትም የእርስዎን ቀና ትብብር የጥናቱ አጥኚው በከፍተኛ ደረጃ ይመለከተዋል። ስለሆነም ከታች ለተጠየቁት ጥያቄዎች ትክክለኛ ናቸው ብለው ያመኑባቸውን መልሶች በመስጠት እንዲተባበሩን በትህትና እጠይቃለሁ። ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ።

አይኔ ብርሃኔ  
ከሳይኮሎጂ ት/ት ክፍል  
አ.አ.ዩ

ክፍል አንድ  
ቀጥሎ ለሚቀርቡት ጥያቄዎች ትክክለኛውን መልስ በተሠጠው ክፍት ቦታ ይመልሱ።

- 1) ያታ:- ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_
- 2) በመምህርነት ሥራ ለ \_\_\_\_\_ ዓመታት አገልግያለሁ
- 3) በት/ቤቱ ያስተማሩት የክፍል ደረጃዎች (ያክብሩቸው) (9, 10, 11, 12 )
- 4) ከማስተማር ስራዎ በተጨማሪ የተመደቡበት የሥራ ድርሻ \_\_\_\_\_  
(ይግለጹ)

22	ከት/ቤቱ ማህበረሰብ ውጭ ስለ ት/ቤቱ መወያየት ያስደስተኛል							
23	መምህርነት ለእኔ ትክክለኛ የሙያ ምርጫዬ መሆኑን አርግጠኛ ነኝ							
24	የእኔ እምነት ከት/ቤቱ እምነት ጋር ተመሳሳይ ሆኖ አግኝቼዋለሁ							
25	መምህርነትን በመምረጤ ደስተኛ አይደለሁም							

ተጨማሪ አስተያየቶች: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**ክፍል ሦስት**  
 የት/ቤቱ ጠቅላላ ሁኔታ  
መመሪያ: የሚከተሉት ዐረፍተ ነገሮች ስለ ትምህርት ቤት ጠቅላላ ሁኔታ የሚያሳውቁ ናቸው:: እባክዎ እነኚህ ዓረፍተ ነገሮች ምን ያህል ት/ቤትዎን እደሚገልፁ በመልስዎ ላይ የ X ምልክት በማድረግ ያሳዩ::

	አይነት	ደረጃ				
		ፈፅሞ አይታይም	በጥቂቱ ይታያል	አንዳንድ ይታያል	ብዙ ጊዜ ይታያል	በጣም ብዙ ጊዜ ይታያል
ሀ.						
1	ርዕሰ መምህሩ እራሳቸው ጠንክረው በመሥራት ለሌሎች ምሳሌ ይሆናሉ					
2	ርዕሰ መምህሩ መምህራንን ያግዛሉ					
3	የመምህራንና ስብሰባ በአብዛኛው ጊዜ በርዕሰ መምህሩ ጫና ስር ነው					
4	ርዕሰ መምህሩ የማይከብዱና በቀላሉ ሊቀርቡዋቸው የሚችሉ ዓይነት ናቸው					
5	ርዕሰ መምህሩ አመለካከታቸውን ለት/ቤቱ ማህበረሰብ ግልፅ ያደርጋሉ					
6	ርዕሰ መምህሩ መምህራንን ለመርዳት ከሚጠበቀው በላይ ይጓዛሉ					
7	ርዕሰ መምህሩ በመምህራን ላይ ለሚሠጡት ትችቶች በቂ ምክንያቶችን ያቀርባሉ					
8	ርዕሰ መምህሩ መምህራን የሚጠበቅባቸውን እንዲያውቁ ያደርጋሉ					
9	ከት/ት ሰዓት ውጪ መመህራን እርዳታን ሲፈልጉ ለርዕሰ መምህራቸውን በቀላሉ ያገኛቸዋል					
10	ርዕሰ መምህሩ ለእድገት የሚረዱ አስተያየቶችን በአብዛኛው ይጠቀማሉ					
11	ርዕሰ መምህሩ ፈላጭ ቆራጭ ናቸው					
12	ርዕሰ መምህሩ ለለውጥ ዝግጁ ናቸው					
13	ርዕሰ መምህሩ ከሚያዳምጡት በላይ ይናገራሉ					
14	ርዕሰ መምህሩ ሁሉንም የት/ቤቱን አባላት በእኩል ዓይን ያያሉ					
15	ርዕሰ መምህሩ ግልጽ የእድገት መመሪያን ይከተላሉ					
16	ርዕሰ መምህሩ ለሚሠሩ ሥራዎች ፕሮግራም አላቸው					

	አይነት	ደረጃ				
		ፈፅሞ	በጥቂቱ	አንዳንድ	ብዙ ጊዜ	በጣም
		አይታይም	ይታያል	ይታያል	ይታያል	ብዙ ጊዜ ይታያል
<b>ለ.</b>						
1	መምህራን ከት/ቤት ፕሮግራም ውጭ ችግር ላለባቸው ተማሪዎች ጊዜያቸውን ይሠዋሉ					
2	መምህራን በት/ቤታቸው ይከራሉ					
3	መምህራን ከተማሪዎች ጋር ጥሩ ግንኙነት አላቸው					
4	መምህራን እርስ በእርሳቸው ይረዳዳሉ /ይተጋገዛሉ/					
5	መምህራን የባልደረቦቻቸውን የቤተሰብ ሁኔታ ያውቃሉ					
6	መምህራን በጣም ብዙ የኮሚቴ ሥራዎች አሏቸው					
7	የመምህራን ሞራል ከፍተኛ ነው					
8	መምህራን ሌሎች ባልደረቦቻቸውን ወደ ቤታቸው ይጋብዛሉ					
9	መምህራን ስራቸውን በደስታ ያከናውናሉ					
10	መምህራን የሥራ ባልደረቦቻቸውን ግለሰባዊ ብቃት ያከብራሉ					
11	ት/ቤቱ ለወጫዊ ጫና የተጋለጠ ነው					
12	የህብረተሰብ ፍላጎት ከትምህርት ፕሮግራም ጋር ባይጣጣሙም እንኳን ት/ቤቱ ይቀበላቸዋል					
13	መምህራን የህብረተሰብ ጫና ይሠማቸዋል					
14	አንዳንድ የህብረተሰብ አባላት በትምህርት ቤቱ የአስተዳደር ጉዳዮች ላይ ጫና የማሳደር አቅም አላቸው።					
<b>ሐ.</b>						
1	ተጨማሪ ቁሳቁሶች በተፈለጉ ጊዜ ይገኛሉ					
2	ርዕስ መምህሩ አስፈላጊ ነው ብለው የጠየቁቸውን ነገሮች ከበላዮቻቸው ያገኛሉ					
3	የዚህ ት/ቤት ተማሪዎች የተቀመጠላቸው ግብ ላይ መድረስ ይችላሉ					
4	ትምህርት ቤቱ ለትምህርት ብቃት ከፍተኛ ግምት ይሰጣል					
5	መምህራን ለክፍላቸው በቂ የሆኑ እቃዎች ይቀርቡላቸዋል					
6	ርዕስ መምህሩ ከበላይ አካሎች ጋር በጥሩ ሁኔታ ይሠራሉ					
7	ተማሪዎች ጥሩ ነጥብ ያላቸውን ሌሎች ተማሪዎችን ያከብራሉ					
8	መምህራን ማስተማር አስፈላጊ የሆኑ ነገሮችን ያገኛሉ					
9	ርዕስ መምህሩ በሚሰጧቸው አስተያየቶች በበላይ አለቆቻቸው በጥሞና ይያዛሉ					
10	ተማሪዎች ጥሩ ነጥብን ለማግኘት ተጨማሪ ስራዎችን ስጡን ይላሉ					
11	የዚህ ት/ቤት መምህራን ተማሪዎቻቸው በትምህርታቸው ጥሩ ደረጃ እንደሚደርሱ ያምናሉ					
12	ለክፍል ውስጥ የሚያገለግሉ አጋዥ መሣሪያዎች አሉ					
13	ርዕስ መምህሩ በበላይ አለቆች ጫና ስር ናቸው					
14	የትምህርት ብቃት በትምህርት ቤቱ ታውቆና ታምናበት ይገኛል					
15	ተማሪዎች ከቀድሞው የተሻለ ውጤት ለማግኘት ከፍተኛ ጥረት ያደርጋሉ					
16	መምህራን አስፈላጊ የማስተማሪያ መረጃዎች የሚያገኙበት መንገድ አለ					
17	የመማር ማስተማር ሂደት በስርዓትና በአንክሮ ይካሄዳል					

ተጨማሪ አስተያየቶች: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Appendix B**

### **Items in the four components of the combined view of school climate**

#### **COLLEGIAL LEADERSHIP**

##### ***Supportive behavior items***

1. The principal sets an example by working hard himself/herself.
2. The principal compliments teachers.
3. The principal goes out of his/her way to help teachers.
4. The principal explains her/her reasons for criticism to teachers.
5. The principal is available after school when assistance is needed.
6. The principal uses constructive criticism.
7. The principal looks out for the personal welfare of faculty.

##### ***Directive behavior items***

1. Teacher-principal conferences are dominated by the principal.
2. The principal rules with an iron fist.
3. The principal monitors everything teachers do.
4. The principal closely checks teacher activities.
5. The principal is autocratic.
6. The principal supervises teachers closely.
7. The principal talks more than listens.

##### ***Consideration items***

1. The principal is friendly and approachable.
2. The principal treats all faculty members as his or her equal.
3. The principal is willing to make changes.

##### ***Initiating Structure items***

1. The principal asks that faculty members follow standard rules and regulations.
2. The principal makes his or her attitudes clear to the school.
3. The principal lets faculty know what is expected of them.
4. The principal maintains definite standards of performance.
5. The principal schedules the work to be done.

#### **TEACHER PROFESSIONALISM**

##### ***Engaged behavior items***

1. The teachers spend time after school with students who have individual problems.
2. Teachers are proud of their school.
3. Teachers are friendly with students.
4. Teachers help and support each other.
5. The pupils solve their problems through logical reasoning.
6. The morale of teachers is high.
7. Pupils are trusted to work together without supervision.
8. Teachers respect the personal competence of their colleagues.

##### ***Intimate behavior items***

1. Teachers' closest friends are other faculty members at this school.
2. Teachers know the family background of other faculty members.
3. Teachers invite other faculty members to visit them at home.
4. Teachers socialize with each other on a regular basis.

### ***Morale items***

1. Teachers in the school like each other.
2. Teachers are indifferent to each other.\*
3. Teachers in this school are cool and aloof to each other.\*
4. Teachers accomplish their jobs with enthusiasm.
5. Teachers identify with the school.

### ***Frustrated behavior items***

1. The mannerisms of teachers in this school are annoying.
2. Teachers have too many committee requirements.
3. Routine duties interfere with the job of teaching.
4. Teachers interrupt other faculty members who are talking in faculty meetings
5. Administrative paper work is burdensome in this school.
6. Assigned non-teaching duties are excessive.

### **ACADEMIC PRESS**

#### ***Resource Support items***

1. Extra materials are available if requested
2. Teachers are provided with adequate materials for their classrooms.
3. Teachers receive necessary classroom supplies.
4. Supplementary materials are available for classroom use.
5. Teachers have access to needed instructional material.

#### ***Principal Influence items***

1. The principal gets what he or she asks for from superiors.
2. The principal is able to influence the actions of his or her superiors.
3. The principal is able to work well with the superintendent.
4. The principal recommendations are given serious consideration by his or her superiors.
5. The principal is impeded by superiors.\*

#### ***Academic Emphasis items***

1. Students in this school can achieve the goals that have been set for them.
2. The school sets high standards for academic performance.
3. Students respect others who get good grades.
4. Students seek extra work so they can get good grades
5. Teachers in this school believe that their students have the ability to achieve academically.
6. Academic achievement is recognized and acknowledged by the school.
7. Students try hard to improve on previous work.
8. The learning environment is orderly and serious.

### **Environmental Press**

#### ***Institutional Integrity items***

1. Teachers are protected from unreasonable community and parental demands.
2. The school is vulnerable to outside pressures.\*
3. Community demands are accepted even when they are not consistent with the educational program.\*
4. Teachers feel pressure from the community.\*
5. Select citizen groups are influential with the board.\*
6. The school is open to the whims of the public.\*
7. A few vocal parents can change school policy.\*

## Appendix C

Multiple Comparisons

Dependent Variable: AVGCOMM

Tukey HSD

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-.1532	.1675	.943	-.6306	.3242
	3.00	.3450	.1725	.342	-.1466	.8366
	4.00	-.2610	.1482	.491	-.6832	.1612
	5.00	-.2897	.1873	.634	-.8234	.2440
	6.00	-.3338	.1745	.394	-.8310	.1633
2.00	1.00	.1532	.1675	.943	-.3242	.6306
	3.00	.4982*	.1632	.028	3.306E-02	.9633
	4.00	-.1078	.1372	.970	-.4989	.2833
	5.00	-.1365	.1788	.974	-.6459	.3730
	6.00	-.1806	.1653	.884	-.6516	.2904
3.00	1.00	-.3450*	.1725	.342	-.8366	.1466
	2.00	-.4982*	.1632	.028	-.9633	-3.3060E-02
	4.00	-.6060*	.1433	.000	-1.0144	-.1977
	5.00	-.6347*	.1835	.007	-1.1575	-.1119
	6.00	-.6788*	.1703	.001	-1.1642	-.1934
4.00	1.00	.2610	.1482	.491	-.1612	.6832
	2.00	.1078	.1372	.970	-.2833	.4989
	3.00	.6060*	.1433	.000	.1977	1.0144
	5.00	-2.8639E-02	.1608	1.000	-.4868	.4295
	6.00	-7.2789E-02	.1456	.996	-.4878	.3422
5.00	1.00	.2897	.1873	.634	-.2440	.8234
	2.00	.1365	.1788	.974	-.3730	.6459
	3.00	.6347*	.1835	.007	.1119	1.1575
	4.00	2.864E-02	.1608	1.000	-.4295	.4868
	6.00	-4.4150E-02	.1853	1.000	-.5722	.4839
6.00	1.00	.3338	.1745	.394	-.1633	.8310
	2.00	.1806	.1653	.884	-.2904	.6516
	3.00	.6788*	.1703	.001	.1934	1.1642
	4.00	7.279E-02	.1456	.996	-.3422	.4878
	5.00	4.415E-02	.1853	1.000	-.4839	.5722

\* The mean difference is significant at the .05 level.

Tukey HSD

VAR00002	N	Subset for alpha = .05	
		1	2
3.00	22	2.6450	
1.00	20	2.9900	2.9900
2.00	16		3.1432
4.00	49		3.2510
5.00	25		3.2797
6.00	21		3.3238
Sig.		.300	.338

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 22.558.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

## Appendix D

### A. One way ANOVA Result for the pilot study

Avg. Comm.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.709	4	1.177	3.226	.021
Within Groups	15.325	42	.365		
Total	20.034	46			

\* The mean difference is significant at the .05 level.

Avg. Comm.

levels are not guaranteed.

### B. Regression analysis Result for the Pilot Study

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583	.340	.278	.5609

a Predictors: (Constant), Sch. Climate D, Sch. Climate A, Sch. Climate B, Sch. Climate C  
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.820	4	1.705	5.419	.001
	Residual	13.214	42	.315		
	Total	20.034	46			

a Predictors: (Constant), Sch. Climate D, Sch. Climate A, Sch. Climate B, Sch. Climate C

b Dependent Variable: Avg. Comm.

Coefficients

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	-.304	1.057		-.287	.775
	Sch. Climate A	7.107E-02	.156	.062	.455	.651
	Sch. Climate B	.897	.339	.369	2.646	.011
	Sch. Climate C	.331	.144	.330	2.303	.026
	Sch. Climate D	1.653E-02	.153	.015	.108	.915

a Dependent Variable: Avg. Comm.

### C. Descriptive Statistics Results of the pilot study

	Mean	Std. Deviation	N
VAR00001	3.1047	.5852	47
VAR00002	2.6553	.5758	47
VAR00003	2.6672	.2720	47
VAR00004	2.0909	.6584	47
VAR00005	2.4100	.5769	47
VAR00006	2.4574	.2581	47

### D. Correlation Coefficient Result of the Pilot Study

		AVGSCT	AVGSC1	AVGSC2	AVGSC3	AVGSC4	AVGCOMM
AVGSCT	Pearson	1.000					
	Correlation						
	Sig. (2-tailed)	.					
AVGSC1	N	47					
	Pearson	.293*	1.000				
	Correlation						
AVGSC2	Sig. (2-tailed)	.046	.				
	N	47	47				
	Pearson	.417**	.406**	1.000			
AVGSC3	Correlation						
	Sig. (2-tailed)	.004	.005	.			
	N	47	47	47			
AVGSC4	Pearson	.453**	.273	.267	1.000		
	Correlation						
	Sig. (2-tailed)	.001	.064	.070	.		
AVGSC4	N	47	47	47	47		
	Pearson	-.275	-.180	-.253	-.449**	1.000	
	Correlation						
AVGCOMM	Sig. (2-tailed)	.062	.227	.086	.002	.	
	N	47	47	47	47	47	
	Pearson	.408**	.738**	.517**	.613**	.106	1.000
AVGCOMM	Correlation						
	Sig. (2-tailed)	.004	.000	.000	.000	.480	.
	N	47	47	47	47	47	47

\* Correlation is significant at the 0.05 level (2-tailed).

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

## Declaration

I, the undersigned, declare that this thesis is my original work and that all sources used for the thesis have been duly acknowledged.

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