

**ADDIS ABABA UNIVERSITY  
SCHOOL OF COMMERCE**



**FACTORS AFFECTING PROFESSIONAL COMMITMENT OF  
TEACHERS IN PRIVATE SCHOOL SYSTEMS, THE CASE OF  
GIBSON SCHOOL SYSTEMS.**

**BY: DEREJE TESFAYE.**

**A Thesis Submitted to Addis Ababa University School of Graduate  
Studies in Partial Fulfillment of requirements for Award of Master  
of Human Resource Management.**

**ADVISOR: SOLOMON MARKOS (PHD)**

**JUNE 2020**

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**APPROVAL**

**ADDIS ABABA UNIVERSITY  
COLLEGE OF BUSINESS AND  
ECONOMICS SCHOOL OF COMMERCE  
MA PROGRAM**

**FACTORS AFFECTING PROFESSIONAL COMMITMENT OF TEACHERS  
(THE CASE OF GIBSON SCHOOL SYSTEM, AT ADDIS ABABA)**

**BY:**

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DECLARATION

I declare that the thesis on the title, “Factors Affecting the Professional Commitment of Teachers in Gibson School Systems in Addis Ababa, Ethiopia” is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name: \_\_\_\_\_

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This thesis has been submitted for examination with my approval as the university advisor.

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Place: Addis Ababa University School of Commerce

Department of HRM

Date of Submission: \_\_\_\_\_

## **CERTIFICATE**

This is to certify that this study: **“FACTORS AFFECTING PROFESSIONAL COMMITMENT OF TEACHERS IN GIBSON SCHOOL SYSTEMS”** UNDERTAKEN by **DEREJE TESFAYE** for the partial fulfillment of Masters of Human Resource Management at Addis Ababa University is an original work at this University.

Research Advisor: Solomon Markos (PhD)

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Date: \_\_\_\_\_

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### ***Abstract***

*The purpose of this study was to investigate factors affecting the professional commitment of teachers at selected private school, Gibson School Systems, in Addis Ababa Ethiopia. To analyze the collected data and to sort out the existence and magnitude of causal effect of Independent Variables on Dependent Variable, explanatory research design was used. Here mixed research (concurrent nested) approaches, was employed. To accomplish the purpose of the study, 274 employees have participated in the study. Among them 262 teachers were included through simple random sampling technique and 12 administrators of the school were interviewed to supplement the data obtained with questionnaire. The main techniques of data collection were Questionnaire and interview. Analysis of quantitative data was carried out by using descriptive statistical analysis such as, frequency, percentages, mean, standard deviation, and inferential analysis (correlation and regression analysis). The results revealed that a significant and positive relationship exists between independent variables (teachers' job satisfaction, work environment, and organizational characteristics) and the dependent variable (teachers' professional commitment). The findings also indicate that external factors exceeds internal factor on teachers' professional commitment. Based on the findings, appropriate recommendations such as, all concerned bodies should make special attention for teachers' Job satisfaction, Work environment, Organizational characteristics and their commitment on the job. In addition to this, the attention area should focus on personal development and training, constructive continues support, allocating sufficient budget for fulfilling school materials and designing ways how to increase teachers' social support and respect were raised as recommendation.*

***Key words:*** *Professional commitment, Factors affecting professional commitment, Teachers' commitment.*

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter review with the main issues of the study thus: -background of the study, statement of the problem, objectives of the study, research question, significance of the study, scope of the study, limitation of the study, design of the study and organization of the study.

### **1.1. BACKGROUND OF THE STUDY**

As defined by (Sally Wehmeir, 1999), Commitment is a willingness to give time and energy to something that is believed in, or a promised to do something and an act of binding oneself intellectually or emotionally to a course of action. Professional commitment is beyond a commitment for a particular organization and implies individuals' perspective towards their profession and the motivation that they have to stay in their job (Gllagher D and Mclean Parks J.2001).

It is typically considered as individual's psychological tie or connection to the organization including a sense of job involvement, loyalty and belief. As advocated by Vandenberg, R.J. & Scarpello, V. (1994) professional commitment is a person's belief and acceptance of the values of his or her chosen occupation or line of work, and a willingness to continue membership in that occupation. Professional Commitment acts as a bridge between the acceptance of the goals and values of profession and a willingness to exercise substantial effort on behalf of the profession. According to Lodahl, T.M. and Kejner, M. (1965), professional commitment is the degree to which a person's work performance affects his self-esteem. Professional commitment of schoolteachers was found positively inclined towards the wellbeing of students, society, human values and academic excellence or quality.

Evans (2008, p.23) stated, "The rationale for studying professionalism is to increase understanding of and augment the knowledge base relating, to the service that professionals provide to society and to how this service may be improved". Marrow (2007, p.111) discussed the teaching profession as an activity with the intention to promote learning and to develop education. Edutech (2001, p.122) viewed that ethics referred to what was good or bad and that which dealt with a moral duty and professional commitment of teachers to him / her self to

others members of the society. The ethics of the teaching profession related to inspire the way teachers acted in their relations with other people of the society.

Regarding the execution of professional ethics and professional commitment, the school authorities are required to frame norms and statutes so that ethical standard among educational stakeholders is protected. As the findings of different researches shows, professional commitment of teachers is affected by different factors and all stakeholders should have to support schools and teachers to solve the problems. This can be done when those factors affecting the professional commitment of teachers are identified by research with their implementable solutions.

For this study, the researcher was interested to conduct the research at Gibson School Systems, which was established in Addis Ababa in 2000 G.C. with clear Vision and Mission to contribute to the quality of Education in the Country. It started its work at one school around Bole area. Today Gibson School Systems consists of six Kindergartens, seven lower primary schools and five high schools in every corner of the city in which more than 2,000 people are working.

The researcher was interested to conduct this research at Gibson School System by believing that, different data needed for the study can be gathered as needed by the researcher because many experienced teachers and academicians were found in this school.

The school was served for more than 20 years, which enables the researcher to get different documents. In addition to this, this school has many campuses in all corners of the city and can represent other private school teachers for the designed study.

## **1.2 Statement of the problem**

It is clear that the purpose of any educational system is to produce skilled populations that encompass political, social and economic development of a country. These are implemented well, when teachers are committed towards their profession. For the reason that, teachers are the most important resources in a school. Teachers are the key figures for any changes including educational reforms needed in schools. The provision of a high-quality education system depends on high quality teachers Jyoti & Sharma, (2009). According to Bolin (2007), a high teacher morale, relevant subject knowledge, and their specialized teaching skills (pedagogical knowledge) are fundamental to the quality of teaching and learning.

Teachers` quality, commitment, satisfaction and their motivation are the determinant factors for the students to benefit from the education system. As stated by Jyoti& Sharma (2009), Teachers act as role models and help the students to grow, to be the potential leaders of the next generation and to shoulder the responsibility of taking their nation ahead, since teachers are the pillars of the society.

As the largest and most fundamental group targeted by programs developed to improve quality of education, teachers should be the focus of attention in the management of human resources in the field of teaching profession. As any organization needs committed employees to their profession who regard the organizational goals as their own goals, hope to stay in the organization, and who assume the organization as their identifier, to be successful, a school also needs committed teachers forwards their teaching profession. Over the past many years, teaching profession becomes a profession in which most teachers` desire to stay in it, their loyalty and sense of responsibility forwards the profession`s particular problems and challenges become decreasing from time to time.

This absence of loyalty and tendency to stay in teaching profession, decrease in responsibility to the professional issues and challenges resulting in decrease of education quality, which can affect the quality of other professions. Since, teaching profession is the source of all professions, it is must to make it a loved and attractive profession than other professions.

Currently, the number of teachers who are committed to their profession, who are regard organizational goals as their own goals, hope to stay in the organization and who identify themselves are decreasing from time to time, which can affect the students` and school performance , is a series problem in Addis Ababa generally and in Gibson School System particularly.

As an experienced teacher in the study area for about one and half decade, the researcher has heard and observed some complaints that made teachers uncommitted towards their profession.

In addition to this, the researcher had a discussion with some of Central Office administrators, School Directors and HR Managers; he got the information as the number of staff turnover is increasing from time to time. Even, some of the dropped out teachers are found in other organizations doing another job out of their profession. Members of staff who are learning in different Universities in Extension program are almost all are attending and earning degrees in

different fields. Even, teachers who have degrees in teaching profession are learning horizontally other degrees in other profession. E.g. Accounting, Economics, Computer Science, etc. which enables them to leave the teaching profession. The researcher tried to interview some teachers to identify whether they will continue in teaching profession or not. Most of them replied that, they are not interested to continue in teaching profession.

If schools are losing experienced teachers continuously, the performance of students, who will take any responsibility of the country in politics, in economy and in social affairs, will be in question. In addition, schools cannot deliver a quality education and service for a society as expected from them. As it is explained above, even if it is natural and healthy for the employee to leave one profession for another, so many factors can affect professional commitment of teachers. Studies revealed factors that might affect professional commitment could be personal background, organizational support and commitment, job satisfaction, salary levels, degree of autonomy (self-government) over work, levels of stress in the work, gender, educational achievement, seniority, and diversity of roles occupied, values and attitudes towards the job (Yibeltal et. al, 2018).

Independent variables that can affect the dependent variable (Professional Commitment) of teachers in Gibson School System can be:

Work environment (Internal and External), Socio-demographics, Job satisfaction, Personal characteristics (background, flexibility, good behavior outside work, pride in profession), Levels of work stress, Management leadership style, Participation in decision-making, etc.

Even if teachers' turnover, their job satisfaction and other teachers' related problems were studied by many researchers, factors that are affecting the professional commitment of teachers, especially in private schools did not revealed(discovered) by any studies.

Therefore, low level of teachers' commitment towards their teaching profession, made the researcher to conduct this study in the selected or target area in Addis Ababa.

### **1.3 Basic Research Questions**

To address the research purpose, the following research questions were raised:

1. What is the level of teachers' professional commitment in the school under consideration?
2. What internal and external factors are affecting professional commitment of teachers?

3. What is the extent of each factors in contributing to professional commitment of teachers?
4. Is teachers' professional commitment influenced by personal need and demographic variables such as teaching experience, gender, and age level of education?

#### **1. 4 Objectives of the study**

##### **1.4.1 General objective:**

General objective of this study was to identify factors influencing teachers' professional commitment in Gibson School Systems and suggest ways to solve the problem.

##### **1.4.2 Specific Objectives:**

The specific objectives of the study were to:

- Assess the level of professional commitment of teachers
- Find out factors that affect teachers' professional commitment.
- To recommend all concerned bodies on enhancing professional commitment of teachers.

#### **1.5. Significance of the Study**

Passing of knowledge and skills to students is the key role of teachers, which are crucial and important instrument for them. Conducting this study and identifying factors affecting the professional commitment of teachers in the selected private school, Gibson School System, in Addis Ababa will give direction on which action or measure to be taken to promote or encourage the professional commitment of teachers.

Thus, this research:

Helps for creating awareness about those factors that are affecting the professional commitment teachers for school leaders, main office and school department experts, and all concerned bodies to take actions on those factors in private schools.

May it can serve as an input to progress the teaching learning process through improving teachers' professional commitments by using the finding of this study.

May helps for encouragement of teachers by initiating school's management and department heads in schools to improve teachers' professional commitment by offering conducive work environment, by increasing teachers' job satisfaction and their commitment practices for schools.

May be used as a reference material for other researchers who have an interest in the related problems for further studies.

### **1.6. Delimitations of the Study**

To make the study more manageable, this study was demarcated/delimited by one of the selected private schools in Addis Ababa, from Primary to Preparatory School (1-12) of Gibson School Systems. This study focused on factors affecting teachers' professional commitment with particular emphases on: Job satisfaction, Organizational characteristics, Management leadership style, Degree of autonomy (self-government) over work, Levels of stress in the work, Group cohesion, Participation in decision making, Teachers' income related to other professions (Bonus and Reward), Work environment (Internal and External) and Personal characteristics. In addition to this, factors that affect teachers' affective, continuance and normative commitment were the focus area.

To analyze the collected data from population or a representative subset and to sort out the existence and magnitude of causal effects of one or more Independent variables on a Dependent variable, the researcher used explanatory research design. Mixed research approach was employed to collect and analyze the data. Therefore, in this research the qualitative approach was embedded with the quantitative one to describe the current factors, which affect teachers' professional commitment in the selected study area. The reason for using these multiple approaches to conduct this study was to take advantage of the strengths of each approach and offset their weaknesses, and provide a better understanding of research problems than either approach alone.

### **1.7. Limitation of the Study**

The researcher conducted this research on private school teachers in Addis Ababa. It was difficult to evaluate the magnitude of all factors within a short period. This is because the concept of factors affecting the professional commitment of teachers in education is broad and takes different forms.

### **1.8. Operational Definition of Terms**

Several key terms that were used required initial definition to minimize ambiguity and confusion. Some of these words were defined as follows:

**Professional commitment** is defined as the extent to which one identifies with one profession and accepts its values (Morrow & Goetz, 1988). In the present study, professional commitment is viewed as teachers' commitment to their Teaching profession. It is also a predictor for intention to leave the profession.

**Organizational commitment** is the strength of an individual's identification with, and involvement in a particular organization (Porter et al., 1974, p. 604). It means that the individuals should regard organizational goals as theirs', hope to stay in the organization, and assume the organization as their identifier.

In the present study, Organizational commitment is viewed as the teachers' commitment to the school.

**A teacher** is one who teaches, builds up, instructs, trains and guides the young for healthy growth and stable.

In this study teacher is the one who leads, advice, teaches and acts as a model for his/her students by devoting his/her time and energy for the future betterment of those students.

**Leadership** is referred to two aspects of the school principal's behavior as defined by Newmann et al. (1989):

1. Principal leadership is "goal setting and action to solve school problems" (p.225). and
2. Administrator responsiveness is "support for and recognition of the staff" (p.225).

These two aspects summarize the combined task orientation and person orientation needed for effective school leadership.

In the present study, leadership is the style by which school principals are advising, supporting, supervising, directing and treating schoolteachers in the work environment, School.

### **1.9 Organization of the Study**

The study report was organized by having five chapters. The first Chapter presented the nature of the problem and its background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. The second Chapter discussed the key concepts that used in the paper to place the problem in a broader perspective of literature or review of related literature. The third Chapter concentrated on the research design and methodology specifically, which

comprises research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and ethical considerations. The fourth Chapter dealt presentation, analyses and interpretation of the data and finally, the fifth chapter summarized the main findings, conclusions and given recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The primary purpose of this chapter was to guide the theoretical understanding in identifying factors affecting the professional commitment of teachers, extent of relationship with teachers' professional commitment and their effect on it.

In order to address the purpose outlined by the researcher, information from previous research was needed to provide direction for concepts, relationships, and instruments to be included in the study. The researcher organized the present chapter to report the results of the literature review which includes the development of the researcher's conceptual frame work for the dimension of professional commitment and for the exchange of relationships between the variables to be examined in relationship to the dimension of teachers' professional commitment. The research background to the instruments used for the measurement of the dimension of professional commitment and review of research studies that provide support for the instruments used for the measurement of these variables and relationships in the present study was also included.

Teachers are key actors or players in school setting. Their impact on the quality of students is recognized over the world. They contribute to the socio-economic development of a country. Modern changes in education have created additional challenges for teachers and these developments have made it imperative to redefine the role of teachers and teaching profession. The new trends in education and information explosion have brought significant changes in curriculum, teacher training programs, and teaching-learning processes in the schools. Teachers are now expected to play a pivotal role in implementing these changes and preparing students for the new scenario in the education system. To deliver what the communities and the country are expecting from them, teachers should be more committed towards their teaching profession. Not only the teachers, but also the community by themselves, the government and private school owners must support teachers to have higher commitment towards their profession. Because, higher the commitment that the employees had, lower was their intention to leave their profession. People demonstrating high levels of professional commitment usually stay in their

work for a long time. According to Chang et al. (2006) professional commitment has the great impact on the employee's decision to continue or discontinue their career.

## **2.2 Definition of Professional Commitment**

Nogueras (2006) defines professional commitment as a determinant for employee's intention to leave the profession. It can be identified as a form of work commitment and further defined as the relative strength of identification with and involvement in own profession. It has direct relationship with the dropout rates-higher the commitment that employees had lower was their intention to leave their profession.

Furthermore, Morrow & Goetz (1988) approached the concept as the degree to which one recognizes with one profession and agrees to take its values.

By the same token, O'Reilly, Chatman and Caldwell (1991, p.489) approached professional commitment as a psychological bondage that connects employee to the organization. Suggesting that, this bond has three forms i.e. compliance, identification and internalization.

Moreover, Lodahl and Kejner(1965, p.24) labeled professional commitment as the degree to which a person's work performance affects his self-esteem.

## **2.3 Concepts of Professional Commitment**

According to Etzioni (1961, 1964), commitment is a powerful word. It evokes many images, such as a prison, a factory and religious institutions. What they have in common; he called them distinct, alternate forms of commitment. Whether by physical coercion, material remuneration, or symbolic norms, commitment is drawn from all people as they move in to the mainstream of social life. One major sector of society that incorporates "the ranks of committed "is the work place. Teachers' commitment is the emotional bond between a teacher and a school that leads to work motivation. (Mart, 2013). Cohen (2003) breaks down commitment as one's attitude, belief, and behavioral intention towards his/her work. Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. The concept of professional commitment implies an attitude reflecting the strength of the attachment between an employee and an organization.

Professional commitment is very important parameter for a particular organization that employee's commitment towards their profession and the motivation that they continue with their career. Professional commitment of individuals has direct link with the organizational commitment according to the experts of the discipline. Once people try to promote their profession, they have professional commitment whether along with organizational commitment or not. Although some researchers know professional commitment as a counterpart for organizational commitment, some believe that these two commitments are aligned in one direction. Due to close meaning of the professional commitment and organizational commitment, a distinction between each of these concepts is required.

For instance, Crosswell (2006) defined the term organizational commitment as a high level of attachment to an organization. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization according to Miller and Lee (2001). Pareek (2004) has given detailed definition organizational commitment as (a) person's feeling with regard to continuing with organization association, (b) acceptance of values and goals of the organization, and (c) willingness to help the organization to achieve set goals and values. Thus, organizational commitment means that the individuals should regard the organizational goals as their own goals, hope to stay in the organization, and accept the organization as their identifier and it is a bond or a promise the employee has with his/her organization.

### **2.3.1 Concepts of Professional Commitment in Education**

According to Creswell, (2006) Commitment is the opinion that teacher commits as one of the major professional traits that influence their own success in the organization.

According to Allen N. and Meyer J, (1990) commitment of employees is expressed in the form of three mindsets, which reflect emotional ties, perceived obligation and perceived sunk costs in relation to the target. It can be (a) affective which refers to employees' emotional attachment and identification with, (b) continuance commitment which refers to employees' assessment of whether the costs of leaving within the profession are greater than the costs of staying, (c) normative commitment that refers to employees' feelings of obligation to the profession.

**Effective professional commitment in education** refers to the emotional connection to identification and participation of teachers in the teaching profession. And its objectives in regards to motivates and aspire them not to drop their profession for self-interest requirements, compliance to teach unselfishly and contributing to the success of the very profession, and paying cost and sacrifice do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware & Kitsantas, 2007).

**Continuance professional commitment in education** also refers to commitment based on the benefits and costs and going concern of profession (Nazari & Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession no matter the pushing and pulling factors (Ware & Kitsantas, 2007). Economic compulsions are the main keys that professionals hold on their profession and its values (Maheshwari et al., 2007). Teachers with continuance professional commitment remain within teaching profession because leaving the profession is an expense to them.

**Normative professional commitment in education** refers to the emotional state of moral responsibility of people to stay in the profession (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). Again, it is the sense of obligation of the professional towards the profession to uphold the value (Maheshwari et al., 2007). The implementation of the goals and values of the school constitutes the basis for teachers' commitment to school. As seen by Cohen (2003), normative professional commitment is one's attitude, which includes affect, belief and behavioral intention toward one's work. Several variables can determine the level of teacher's commitment to school. Furthermore, Celep (2000) stated as it includes the interaction among teachers as colleagues, relationship between teacher and student, the quality of work done by the teachers and the working environment.

Achieving an elevated level of employee's organizational and professional commitment is considered as one of the main goals of human resources management in many companies including the education sector. Indeed, there is a general conviction that professional commitment has direct relationship and positive impact upon quality, effectiveness and performance of education facilities (Gllagher D and Mclean Parks J.2001; Garry Blau, 1999).

Professional commitment of teachers is reported to have a pre-established significance in which employees establish the effective bond of agreement related to professional behavior. It ensures

that a teacher should be out rightly committed to his work to acquire necessary knowledge and skills without any effective background. According to Aashiq (2017), professional commitment of teaching personnel means a feeling of dedication towards their profession and committed teachers seek all round development of children and work for their own professional growth. Teachers` Commitment has identified as one of the most critical issue for the future achievement of education and schools. Professional commitment is the readiness to engage with the school community and a belief that reaches out beyond the four walls of the classroom and maybe even extends beyond the boundary of the school.

The study conducted by Aashiq (2017) stipulates that workshops and orientation programs on the importance and inculcation of work ethics like commitment, self-discipline, loyalty, and work value should be organized for teachers in different training programs. He further stated that every educational institution requires a supportive environment for their teachers. Furthermore, teachers need to be familiarized to their personal skills, which will culminate in enhancing their commitment, competence and ethics.

Every management must provide - security of service, adequate salary, appreciation of service, and opportunities for professional advancement, status in the community or in social service organization - to their teaching personnel. This will in return build up confidence, commitment and efficacy among teachers towards their profession.

### **2.3.2 Teachers' Professionalism**

According to Majasan (1995) definition, a teacher is one who teaches, builds up, instructs, trains and guides students for healthy growth and stable adult life. Teacher's job goes beyond teaching into molding young lives, guiding youth, motivating students and general character training. A teacher can also observe as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process. A teacher is a classroom specialist, the one who interprets educational philosophy and objectives into knowledge and skills. During formal teaching, teachers facilitate learning in students in the classroom (Ofoegbu, 2004). To realize this, one of the important key to providing education in the schools is teachers. Hence, teachers play the most pivotal position in influencing social and economical development of the students. They are estimated to give themselves professionally, with providing knowledge, skill and attitude.

Evans (2008, p.20) asserted the difficulty to define the concept of teachers' professionalism due to difficulties such as the imperfect usages or varying meanings. Troman (1997, p.437) suggested that, professionalism is relative term that subject to geographical and cultural differences in interpretation that may change over time. According to Evans (2008, p.20) professionalism is "the service that professionals provide to society and how this service may be improved". Furthermore, Day (1999, p.171) described the term as a "consensus of the norms, which may apply to being and behaving as a professional within personal, organizational and broader political conditions". The commitment to a job expresses to which extent individuals understand their job practice, and whether it is meeting their different needs, or not. As Al-Salami (1992: 75-76), professionalism is seen as the individual's positive feeling towards a particular profession satisfying material and moral needs.

Hargreaves (2000, p.151) stated, "Teaching in many parts of the world is in the midst or on the edge of a great transformation" and that professional, roles and responsibilities of teachers provide an opportunity for improving teaching profession by teachers according to Day et al (2007, p.212). These emerging issues are parental involvement in school matters, development of multicultural societies and introduction of new technologies in education, education reforms and policy control.

There is a need for schools with professionally committed teachers with leadership, expertise and commitment. It is further pointed out that raising standards and improving teacher-training programs will have very little influence on teachers' professionalism unless teaching profession became a more attractive profession for teachers. Professionalization of teaching can be made possible by political, social and economic incident (occasion).

Professional commitment adds value to teaching and is successful when undertaken as an essential component of the teacher's routine, rather than an additional burden. This commitment is based on sound pedagogic approach including use of skills based knowledge, code of professional conduct and within a professional organization. The teacher holds a position of professional status in the school hierarchy. The teacher performs the job of pathfinder who led students to valuable knowledge and understanding. In order to perform this function, teachers are required to be competent in their profession and flexible in their stance and approach. Effective teacher depends on the ability to put together the teaching skills, learning skills and subject

matter as well as applying them imaginatively and creatively. Tweve (2011, p190) documented teaching profession includes three fundamental characteristics. These characteristics include competence, performance, and conduct, which show the teacher's objectives, aptitudes, and standards, and directly influence the usefulness of teaching-learning process through the improvement of these characters. A professional teacher educates so that students learn concepts and apply them to their lives.

According to Rots and Aelterman (2008, p.525) the importance of teaching commitment for newly appointed teachers' helps the teachers to remain in the teaching profession. It is concluded that there was positive correlation between the commitment to school and to teaching works, and to the school. The teachers' commitment to professional values increased the level of the commitment to teaching work. The teachers' productivity on teaching activities had a positive effect on their commitment to school and to the teaching profession.

Therefore, it was possible to state that the teachers were committed to professional values that caused the level of the commitment to teaching work to increase. The teachers' productivity on teaching activities also affects positively the commitment to school and commitment to teaching profession.

**Cox (2006)** has identified important points that committed how the committed teachers affect in their profession and beyond. These are:

**a) Committed Teachers Put their Students First in the Teaching Profession**

Oftentimes, teachers come to be in the profession because of the pull that they feel towards students. They feel a devotion to educate, and therefore their first priority as a teacher is to their students and their learning. Committed teachers always put their students' wants, needs, and benefits primary. They meet the needs of each individual learner by providing a variety of unique teaching methods and techniques. Teachers struggle to motivate and engage students, and they understand that not every child will learn in the same way. Above all, they advocate for their students to ensure they are getting everything that they need in order to be a successful, educated student.

### **b) Committed Teachers are Devoted to their School**

We know a teacher is committed to his/her school when we see devoted personal time to be an active member of their community and schools' organization. These committed individuals volunteer their free time to be on committees and teach after-school programs. They are the coaches you see on the school grounds, and the chaperones at the school dances and events. They use their free time to help their school out in any way possible. They are dedicated and devoted to their school's success.

### **c) Committed Teachers are Lifelong Learners**

Committed teachers give their time to ongoing education. Just as a doctor never stops learning new techniques to help save lives, teachers who are dedicated to their profession never stop learning new strategies to engage and teach their students. They understand that teaching is a career that changes standards and regulations quite regularly, and are committed to keeping up with these ever-changing methods. In addition to these, they attend workshops and conferences, create online professional learning networks, and read educational blogs, all to ensure they are up to date with the latest educational innovations and teaching strategies as well as they are committed to challenging themselves and take every opportunity to continue learning, all for the success of their students.

### **d) Committed Teachers are Contributors to Their Profession**

It is clear that, teaching is not a type of job where you can just leave your work behind and pick it back up in the morning but it is a job, which requires time and commitment. Dedicated teachers take their work home with them, not just physically, but emotionally as well, which means their contribution is not only themselves to their students and their job, but their emotional selves as well. When their students are hurting, they are hurting. When something is not going right at school, then they are the ones who advocate for change. Nothing is left undone for a devoted teacher. Teaching is a process and they will always be an active contributor to that process.

### **e) Committed Teachers are 21st-Century Learners**

We live in a digital era where everything that surrounds is technological. In order to best prepare our students to continue to live in this technological world, committed teachers are devoted to keeping up with the ever-changing educational innovations. They strive to learn the new technologies and 21st-century tools that can help students be able to live and succeed in the world. They create knowledges that connect students beyond the classroom and teach them the skills that are necessary to live currently. These skills include how to apply their knowledge, analyze information, use their higher-order skills to think critically, collaborate and communicate, as well as solve complex problems and make their own decisions. These teachers are committed to making sure their students are 21st-century learners. As important as all of the suggestions listed above are, the greatest professional commitment to teachers is of course to their students and to their learning. A teacher who is truthfully committed to their job will always put their students' interests first, and go overhead and beyond to make sure that each and every one of their students is properly and effectively educated.

Teachers are required to take more interest in the effective teaching methods and educational practices. Teachers are the knowledge workers; and are playing their role in imparting knowledge to their students. The society greatly expects from teachers to show extended professionalism and commitment to the teaching profession in wider perspective within schools. Learning to teach is a continuing process, which consists of pre-service teacher training, induction into school, beginning teaching, and consistent professional learning through improving academic and professional qualification. DuFour et al (2006, p.122) explained a professional as Someone with expertise in a specialized field, an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in evolving knowledge base. According to Pratte and Rury (1991, p.60) professional is an ideal individual and occupational group wants to differentiate themselves from other co-workers in the occupation. Ambrosie and Haley (1988, p.84) recommended for professional teachers the capability, autonomy, and commitment for students' learning and promoting education. They further suggested that, attaining professional status for teachers is an essential part of the reform effort. Taylor and John (2002, p.87) stated, Teachers are also members of a profession as teaching occupation renders definite and essential services to society.

## **2.4 Factors affecting professional commitment of teachers**

### **2.4.1 Job Satisfaction**

Job satisfaction can be defined as “the set of feelings and senses felt by individuals towards their job”. Teachers’ job satisfaction can be measured through work relationships with superiors/ colleagues/ students and their families, material and moral incentives, nature and conditions of work.

Suryanarayana and Himabindu (2010) identified that while high positive relation between professional commitment and job satisfaction among secondary school teachers whereas the correlation is low when it comes to teaching competency and job satisfaction.

According to Buitendach& De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been organized according to two dimensions, specifically, extrinsic and intrinsic factors.

As mentioned by Mullins (1999), the extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision while, the Intrinsic factors include personality, education, intelligence and abilities, age and marital status. It is noted both factors often work together to influence job satisfaction (Spector, 1997) that they have own effect on teachers’ professional commitment. As identified by Ham et al. (2006) factors increasing job satisfaction are diversity of work, relationships with colleagues, work participation; while those that reduce it are low income, administrative burdens, heavy workload, lack of time and recognition. Reda (2002) also stated as social support variable has an effect on job satisfaction/the greater social support an employees may have, the greater degree of job satisfaction exists. The most important planning indicators to raise the level of job satisfaction include incentives’ increase, provision of opportunities, and participation in local and international scientific conferences, providing possibilities to ensure a decent life. In addition to social support Fu &Deshpande (2013) mentioned as the care-based climate has a significant direct impact on job satisfaction and job performance, and a significant indirect impact on organizational commitment. Job satisfaction also has a significant direct impact on organizational commitment, an indirect impact on organizational performance/ organizational commitment has a significant direct impact on job performance, which has its own impact on professional commitment.

Many researches defined links between job satisfaction, level of performance and professional role practices. Zayed and Ali, (2011): training program to develop professional performance skills led to the acquisition of scientific knowledge that enhanced the career, empowered the professional expertise and reinforced the positive trends for the care of persons with special needs, and led to the achievement of job satisfaction at a high degree.

Salameh (2003): positive correlation/the-higher job satisfaction is the higher professional commitment becomes. Lu, et al. (2002): positive direct effect of professional commitment on job satisfaction/negative impact of job satisfaction on work pressures/indirect impact of professional commitment on pressures through job satisfaction. Shim et al., (2009): high level of job satisfaction decrease the intention to leave the profession. Professionalism can be made of the sense of professional identity and professional commitment helping to feel sufficiently responsible and professional, and well defining the limits of practice. As it is mentioned above having high level of job satisfaction leads to strong commitment towards the profession.

#### **2.4.2 Work Environment**

Work environment is an internal and external environment of an organization in which workers are working as well as which a direct and/or indirect impact has on workers professional commitment. Jean-Pierre B. and Cary C. (2009:9-10) identified seven elements that an organization should maintain in order to create a conducive work environment so that professional commitment of employees will dramatically increase. These elements are:

- 1. Recognition at work:** Expressing appreciation to employees genuinely and constructively. Such recognition is given primarily for the way they carry out their responsibilities, for their efforts and energy, for the results they achieve, for their contributions and for their human qualities.
- 2. Social support:** Being able to go to trustworthy individuals for assistance and advice in times of emotional difficulty.
- 3. Respect at work:** Behaving in a way that preserves mutually acceptable standards of courtesy on the job and includes positive and constructive interactions with others. Respect promotes cooperation and the development of long-term relationships.

**4. Work/life balance:** Creating a situation where improvements in one area of your life (personal or professional) will spill over into the other.

**5. Workload:** The job to be done (in terms of quantity, pace, intensity and deadline) and its accompanying effects (fatigue, effort, trouble concentrating and wear and tear). Cumulative effort (task + effect) will affect the individual (stress, demoralization and isolation) and business efficiency.

**6. Participation in decision making:** Having leeway and flexibility in deciding how the work should be done, being able to influence the level of responsibility, having opportunities to participate in decision making and giving feedback on information from an immediate supervisor. Participation in decision making also includes being able to apply creative solutions and develop personal abilities.

**7. Role conflict or role ambiguity:** “Role conflict” is a state of mind or perception caused by conflicting demands, where fulfillment of one will impede or block another. “Role ambiguity” in the workplace is a perception that your role, schedules and work methods have been poorly defined.

Smith (2009, p.211) conducted a study on school climate and teacher professional commitment. The results of the study examined the relationship between teacher professional commitment and school climate. Shier and Graham (2010): factors associated with work environment (physical, cultural, regulatory, internal and external environment)/relationships at work (with clients, colleagues and supervisors)/specific forms of function (type and volume of work, flexibility, changes, determinants, perceptions of work) affect teaching work practitioners/ it is necessary to provide a supportive professional work environment to workers and work practice. Dogra and Gulati (2006, p.167) concluded that various gaps in the education system include obsolete course curriculum at traditional universities, no sustainability of existing technological infrastructure in educational institutions, lack of political will and bureaucratic setup. They advised the need to reframe educational policy with impact from primary school teachers, secondary school teachers, the teachers of higher education, youth/student representatives and the leaders from local community. McCready et al (2010, p.119) documented that “Elementary teachers often cited challenging students’ behaviors and classroom management as areas of concern and, therefore, priorities for professional development. They suggested that teachers and administrators, who

want to address challenging student's behavior, should consider professional development to facilitate teachers' development.''

Sutherland, Howard and Markauskaite (2010, p.467) stressed the significance of expression in sustaining the continued professional knowledge of pre-service teachers in improvement of their own character as a professional teacher. Pre-service teachers create their own professional identity when they became teacher. Its social and cultural services should not be underestimated". Edutech (2001, p.122) viewed that ethics referred to what was good or bad and that which dealt with a moral duty and professional commitment of teachers to him / her self to others members of the society. The ethics of the teaching profession related to inspire the way teachers acted in their relations with other people of the society.

### **2.4.3 Individual Characteristics**

Two categories of individual characteristics studied by researchers have included basic Demographic items and Personal needs.

**Demographic Items:** For the present study, the researcher will use several variables that either identified in previous research, or interest for logical reason. These includes-Genders, Level of education and Years of teaching Experience, Rots and Aelterman (2008, p.531) identified the predicting factors that distinguished teacher education graduates with a low level from those with a high level of teaching commitment. Four categories of predicting variables were distinguished: (1) initial motivation for teaching; (2) teacher education (type of teacher training, graduation degree, preparedness for teaching, faculty support and mentor support); (3) personal characteristics (sex, personality); and (4) integration into teaching (teacher efficacy and professional orientation).

#### **Personal Needs:**

The other individual characteristics, which can affect the professional commitment of teachers, is personal needs. Since individuals come to organizations with certain needs, desires, skills, so forth, and expect to find a work environment where they can be utilize their abilities and satisfy many of their needs (Steers, 1977, p.53). These variables are achievement, affiliation, autonomy and dominance.

#### **2.4.4 Organizational Characteristics**

The other variable, which can affect the professional commitment of teachers, is organizational characteristics, which includes, Job task characteristics, Roles stress, Leadership, Participation in decision-making and group cohesion. Researchers found these variables to have a cumulative effect on an individual's level of commitment (Steers, 1977; Koch & Steers, 1980).

#### **2.5 Empirical Review**

Different researchers conducted a research on factors affecting professional commitment of employees and put their findings with implementable recommendations for concerned bodies. Suryanarayana and Himabindu (2010) found high positive relation between professional commitment and job satisfaction among secondary school teachers. Also as Salameh (2003): study result revealed that, there is positive correlation/the-higher job satisfaction is the higher professional commitment becomes.

According to Buitendach& De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors are Extrinsic factors (pay, promotion opportunities, co-workers, and supervision) and Intrinsic factors (personality, education, intelligence and abilities, age and marital status). It is noted that extrinsic and intrinsic factors often work together to influence job satisfaction which has its own effect on professional commitment (Spector, 1997).

As Shim et al., (2009): high level of job satisfaction decrease the intention to leave the profession. Professionalism can be made of the sense of professional identity and professional commitment helping to feel sufficiently responsible and professional, and well defining the limits of practice. As it mentioned above having high level of job satisfaction leads to strong commitment towards the profession.

According to Reda (2002) study result, social support variable has an effect on job satisfaction/the greater social support an employees may have, the greater degree of job satisfaction and high level of professional commitment exists. The most important planning indicators to raise the level of job satisfaction and level of professional commitment include incentives' increase, provision of opportunities, and participation in local and international scientific conferences, providing possibilities to ensure a decent life.

Jean-Pierre B. and Cary C. (2009:9-10) identified seven elements that an organization should maintain in order to create a conducive work environment so that professional commitment of employees will dramatically increase. These elements are: recognition and respect at work, social support, work /life balance, work load, participation in decision making and role conflict or role ambiguity.

Smith (2009, p.211) conducted a study on school climate and teacher professional commitment. The results of the study examined the relationship between teacher professional commitment and school climate.

McCready et al (2010, p.119) documented that Elementary teachers often cited challenging students' behaviors and classroom management as areas of concern and, therefore, priorities for professional development. They suggested that teachers and administrators, who want to address challenging student's behavior, should consider professional development to facilitate teachers' development.

The study conducted by Aashiq (2017) found that the strong relationship between social and school support, work ethics, individual characteristics and environment with professional commitment of teachers. He stated that workshops and orientation programs on the importance and inculcation of work ethics like commitment, self-discipline, loyalty, work value and supportive environment should be organized for teachers in different training programs. Furthermore, teachers need to be familiarized to their personal skills, which will conclude in enhancing their commitment, competence and ethics. To build up confidence, commitment and efficacy among teachers towards their profession, management should provide security of service, adequate salary, appreciation of service, and opportunities for professional advancement, status in the community or in social service organization to their teaching personnel.

According to the study result of (Steers, 1977, p.53) the individual characteristics, which can affect the professional commitment of teachers, is personal needs. Since individuals come to organizations with certain needs, desires, skills, so forth, and expect to find a work environment where they can be utilize their abilities and satisfy many of their needs. These variables are achievement, affiliation, autonomy and dominance.

According to (Steers, 1977; Koch & Steers, 1980) study result, organizational characteristics, which includes, Job task characteristics, Roles stress, Leadership, Participation in decision-

making and group cohesion have a cumulative effect on an individual's level of professional commitment.

From the summary above, we can conclude that, having high job satisfaction, conducive work environment and good organizational characteristics increases the professional commitment of teachers. In addition to this, these results have important implications for assisting all concerned bodies to better understand and control factors affecting professional commitment of teachers.

## **2.6 Conceptual framework**

The health of employees cannot be considered separately from that of the company.

— (Johnson and Johnson)

Gratitude is the heart's memory.

— (Hans Christian Andersen)

Yes, we must live in harmony with our natural environment. However, we must also live in harmony with our human environment.

— (Jean-Pierre B. and Cary C.)

In their Missing Pieces Jean-Pierre B. and Cary C. (2009:10) purported that [a] "healthy business" should place employee well-being on the same level as other goals, and include it in its management criteria so that employees professional commitment will be given priority for the benefit of all stakeholders.. This means more than just putting employee well-being on a list of values or priorities. It is important to put it on a par with liquidity, sales and benefits. Employee satisfaction, which leads to professional commitment, is essential to success of any business.

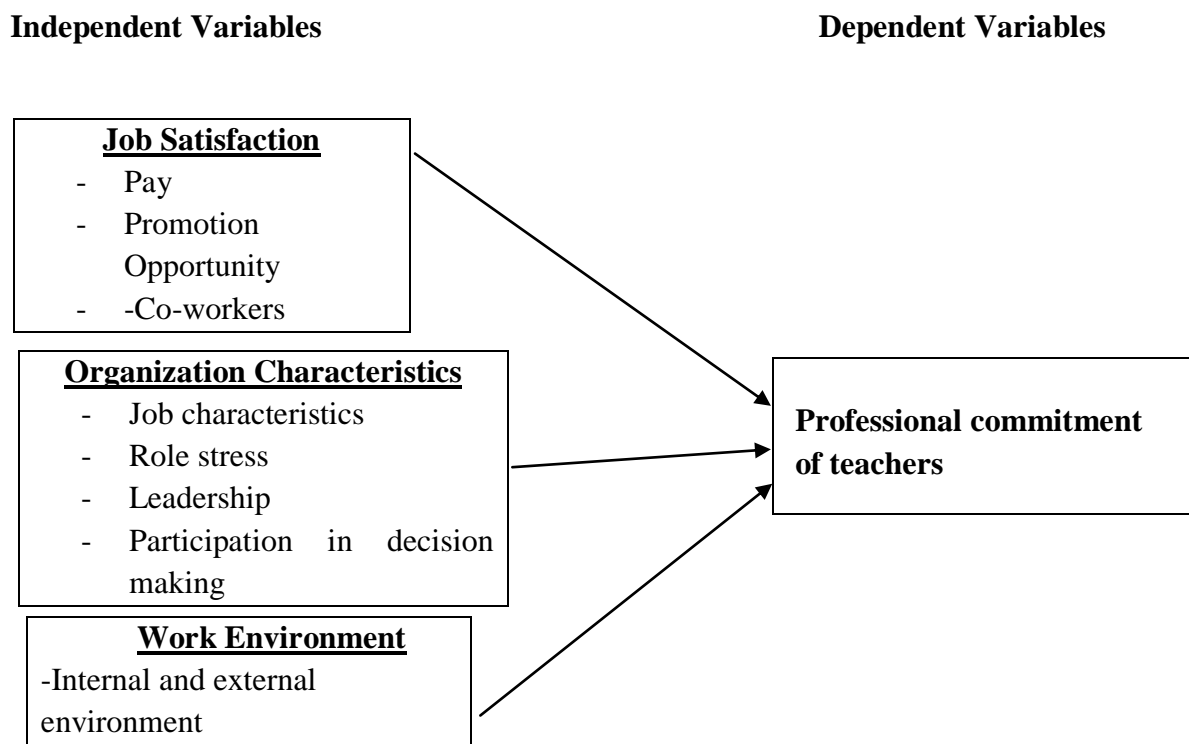
A high rate of employee contentedness is directly related to a lower turnover rate. Thus, keeping employees' satisfied with their careers should be a major priority for every employer.

There are numerous reasons that make employees become discouraged with their jobs and resign, including high stress, lack of communication within the company, lack of recognition, or limited opportunity for growth. Management should actively seek to improve these factors if they hope to lower their turnover rate thus by increasing employee's commitment to their profession.

An employee who has no interest in his or her field, or the position in which he or she begins in a job, may initially put forth his or her best effort. However, this employee will often become bored with the work because there is no intrinsic motivation to perform to level expected. Finding a daily job mundane reduces an individual's desire to show up to come to work, but his or her efforts will be minimal. In contrast, an employee may be entirely too overwhelmed to handle the position; the responsibilities may prove to be too demanding (Spector, 1997:335). In an instance like this, an employee will search for another position that offers the financial security he or she needs with job characteristics that challenge him/her appropriately, thus increasing the initial company's turnover rate (Richardson, 1999:42).

Management should have a positive effect on, and seek to support a happiness of a firm's employee. Reasons for this are not solely to benefit an employee as companies also stand to gain from employee satisfaction often disregard costs associated with unhappy employees, seemingly believing that, these employees are stuck in their current positions and will tolerate unpleasant working environments (Mathieu, 1994:175).

**Figure 2.1: Conceptual Framework Structure of the Study**



**Source:** Developed by Researcher from Literature Review (2020)

## **2.7. Research Hypothesis**

The conceptual framework is as shown in Figure 2.1 above. The conceptual framework as well as the limitations and the scope of the research are the base of the construction of the hypothesis in this research, which is:

H1: Organizational characteristics and support brings positive and significant effect on teachers' professional commitment.

H2. Teachers' job satisfaction brings positive and significant effect on teachers' professional commitment

H3: Work environment brings positive and significant effect on teachers' professional commitment.

H4: Individual characteristics have a significant and positive relationship with professional commitment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Research Methodology is all about the way in which a researcher conducts research (Kothari, 2004). Therefore, this chapter presents the research methodology used in order to achieve the research Objectives. i.e. Research Design and Approach, Population and Sampling Techniques, Types, Sources, Instruments and procedure of data collection, Methods of data analysis and ethical consideration.

#### **3.1 Research Design and Approach**

Research design, is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insights about how to conduct research using a particular methodology. To analyze the collected data from population or a representative subset and to sort out the existence and magnitude of causal effects of one or more Independent variables on a Dependent variable, the researcher used explanatory research design. Mixed research approach was employed to collect and analyze the data. Therefore, in this research the qualitative approach was embed the quantitative one to describe the current factors, which affect teachers` professional commitment in the selected study area. The reason for using these multiple approaches to conduct this study was to take advantage of from the strengths of each approach offset different weaknesses, and provide a better understanding of research problems than either approach alone. The researcher is at ease to use both methods to come up with good finding.

#### **3.2 Description of Study Variables**

The study was conducted to identify factors affecting professional commitment at private school in Addis Ababa. The Dependent Variable for this study was Professional Commitment while the Independent Variables were Job Satisfaction, Work Environment and Organizational Characteristics. The Dependent Variable, Professional Commitment is a determinant for employee`s intention to leave the profession, can be identified as a form of work commitment and the relative strength of identification with and involvement in own profession. It has direct relationship with the dropout rates-higher the commitment that employees had lower was their intention to leave their profession.

Job satisfaction is the set of feelings and senses felt by individuals towards their job. Teachers' job satisfaction can be measured through work relationships with superiors/ colleagues/ students and their families, material and moral incentives, nature and conditions of work. It can be influenced by Extrinsic factors (pay, promotion opportunities, co-workers, and supervision) and Intrinsic factors (personality, education, intelligence and abilities, age and marital status) and influences Professional Commitment. Work Environment is both Internal and External environment of the work place, which includes, recognition and respect at work, social support, work /life balance, work load, participation in decision making and role conflict or role ambiguity. And Organizational characteristics another Independent Variable for this study which includes, Job task characteristics, Roles stress, Leadership, Participation in decision-making and group cohesion have a cumulative effect on an individual's level of professional commitment.

### **3.2 Data Types, Sources and Data Collection Method**

In order to accomplish the study, the researcher used both the primary and secondary data. Primary data was obtained from Main Office Administrators and expertise, teachers, site directors and supervisors. Because, these were responsible bodies who were leading and implementing the teaching learning operations can reflect teachers' professional commitment levels and problems as well as their commitment conditions from their practical experiences.

### **3.3 Data collection instruments**

In this study, the questionnaire and Interview were used as a data-collecting instrument in order to collect information about factors that affect teachers' professional commitment.

#### **3.3.1 Questionnaire**

Both closed and open items questionnaire was employed to collect quantitative and qualitative data from teachers, questionnaire is also convenient to conduct survey and to obtain necessary information from large number of study subject within shot period. Some of the statements of the questionnaire was adopted from Steers and Braunstein (1996) and since all sampled teachers may have the necessary skills to read and understand the concepts that were incorporated in the questionnaires the other self-developed questionnaire was prepared in English language. The statements of the questionnaire were measured on a five-point Likert scale developed by Meyer and Allen (1993) which scaled (from strongly disagree to strongly agree).

The assigned data collectors were dispatched and collect questionnaire. The data collectors were properly oriented about the data collection procedures by researcher to make the data collection procedure smart and cleared from confusions, in addition to this, the researcher kept follow up.

The questionnaire had two main parts. The first part of the questionnaire labels the respondents' background information; categories include gender, age, marital status and level of qualification and length of service. The second and the largest part of the questionnaire contain the whole number of both closed and open-ended question items that addressed the basic questions of the study. The closed ended items were prepared by using Likert scales model which has the value scale in between one and five, however, the type of Likert varied according to the type of questions. by which the researcher had the chance to get a greater uniformity of responses of the respondents that was helpful to make it easy to be processed. In addition to this, in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to teachers' professional commitment little open-ended type of question was used.

### **3.3.2 Interview**

To get the detail information from Central Office administrators, Site directors and Supervisors who were included in the study because they were more associated to the problem, unstructured interview employed with them. Consequently, the purpose of the interview was to collect more data that are supplementary by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response. In addition to this, the researcher got opinion of respondents about strategies implemented by School owners, Government, Parents and others.

### **3.4 Procedure of Data Collection**

To answer the research questions raised, the researcher has gone through series of data gathering procedures. The authorized official cooperation letter from University received by the researcher and submitted to the main office of the school. The researcher introduced his objectives and purpose of the study for participates. Then, gathered trustworthy data from respondents' questionnaires, and interviews. The researcher administered questionnaires to teachers and interview for Central office and school administrators, HR managers and supervisors. Lastly, the researcher collected all the data from the assigned data collectors and participants to resume the research work.

### 3.5 Target Population

According to Aron & Coups, (2008, p.130) Population is the entire group of people to which a researcher intends the results of a study to apply. Hence, the target population of this research were all teachers in Gibson School Systems of seven (7) Campuses in which 5 High Schools, and 7 Elementary Schools were included, by excluding 6 KGs found in those campuses. In these schools, there were 312 teachers, 46 administrators, including site directors, HR managers, Inspectors, supervisors, and area coordinators, excluding other supportive staffs, 358 people are working there. Therefore, the target population of this study was 312.

### 3.6. Sample Size Determination

Gibson School Systems has 7 (seven) Campuses in which 5 High Schools and 7 Elementary Schools are found. Among them, the researcher selected 3 High Schools and 5 Elementary Schools by using Simple random sampling technique to handle the study more manageable with in time and budget.

The sample size for this study was determined by using a single population proportion formula,

$[n = (Z \alpha/2)^2 p (1-p) / d^2]$  used to estimate the sample size for the designed study on factors affecting the professional commitment of teachers. Then, the Respondents for the study were selected by using Proportionate Stratified Sampling technique.

Where:  $n$ =Initial minimum sample size;  $Z_{\alpha/2}$ =Z value at 95% CI [1.96];  $p$ = Estimated maximum prevalence, rate is 50% proportion as an assumption since there was no previous study done on this area,  $d$ =Margin of error tolerable is 5% [0.05]. Because of the study/source population ( $N$ ) was less than 10,000 using the finite population correction (reduction) formula, the sample size was re-calculated and along with 10% non-response rate used to calculate the sample size of the study participants, the final sample size was 384. Then, this minimum sample size for this study was determined using the appropriate sample size determination Formula for cross-sectional study Ibrahim T. (2009, p 75).

$$\text{Them: } n_i = \frac{(Z_{\alpha/2})^2 p(1-p)}{d^2}$$
$$n_i = \frac{(1.96)^2 0.5(1-0.5)}{(0.05)^2}$$

(Initial sample size)  $n_i = 384.16 = \underline{384}$  Which used to calculate the final sample size ( $N_f$ ).

There were 312 teachers working in selected 8 schools in Gibson School System, in Addis Ababa. Then, sample size was calculated by using the following formulas: The initial sample size calculated was 384 and the source population is less than 10,000, reduction formula was used to estimate the final number of study populations included in the study. Then, initial sample size (ni) = 384, study population (N) = 312 and the final sample size (nf) was calculated as follows:

$$Nf = \frac{ni}{\frac{1+ni}{N}}$$

$$Nf = \frac{384}{\frac{1+384}{312}}$$

$$NF=258.18 =258$$

Assuming 10% non-response rate,  $258*0.1=25.8= 26$

$$Nf =258+26= 284$$

Therefore, the final sample size for the study from teachers was 284.

The below table shows the calculated sample size 284 using proportional sampling, According to the population size of each selected Schools in Gibson School System, in Addis Ababa.

**Table3. 1:** Sample Size determination.

S.NO	NAME OF CAMPUSES	TARGET POPULATION	SAMPLE SIZE DETERMINED	TOTAL SAMPLE
1	CMC 9-12	29	$29*284/312$	26
2	MEKANISSA 9-12	42	$42*284/312$	38
3	Bole 24 9-12	30	$30*284/312$	27
4	SARBET 1-4	52	$52*284/312$	47
5	BOLE ¼	21	$21*284/312$	19
6	MEKANNISA 2 8	71	$71*284/312$	65
7	LAFTO 1-8	36	$36*284/312$	33
8	KOLFE	31	$31*284/312$	28
	<b>TOTAL</b>	<b>312</b>		<b>284</b>

**Source:** Schools Attendance (2019/2020).

Then, all the 284 samples were selected from the 312 total populations from the selected 8 schools by using the systematic random sampling from the teachers' attendance or roster/payroll of the Schools. However, the individual participants from each selected Schools by using

systematic random sampling technique selected by using from list of payroll or attendance of reference population of the institution. First, all the sampling frame of the payroll or attendance taken from the institution. Samples were taken by determining the sampling interval (K) by dividing the number of units in the population by the desired sample size, selecting a number between one and K at random. Then the first randomly selected individuals was taken as the first or initial participants and by selecting every Kth unit after that first number up to the sample number reached at regular intervals down the list of the teachers.

Correspondingly, 8 site directors, 3 assistant site directors, 16 Central office administrators and 19 area coordinators, HR Managers, Campus Deans and Team Leaders were included. From those administrators 9 of them were selected by using purposive sampling technique for interview. This was because; as the researcher believe, those administrators were relevant bodies to provide appropriate information due to their high familiarity with teachers in their day-to-day activities. In addition, 3 Internal Inspectors and supervisors were selected by using census for detail information in target areas of studies since, they are responsible bodies to what extent teachers are satisfied and committed and they have ample data from each selected schools.

Generally, the total respondent of this study was **12** from Administrators and **284** from teachers.

### **3.7 Validity Test.**

Validity means the correct procedures applied to find answers to a question. Which involves the degree to which the study measuring what it is supposed to measure and more it focusses on the accuracy of the measurement. To achieve the validity of the instruments, advisor checks the questionnaires, which were adopted from Steers and Baumstein (1996), in order to comment the extent to which the items are appropriate in securing relevant information to the research. As discussed above, all the items that were to address the research question under investigation made to maintain validity of the instruments of the study. Best and Kahn (2002:166) describe that the items of the instrument should represent a significant aspect of the purpose of the investigation. Content validation was recognized by cross-referencing the content of the instruments to those elements contained in the basic research questions. That is, the items construct was in line with the answer to the research questions. Content validity addressed to what extent the suitable content is representing in questionnaires and

interview guide items. Based on the feedback received from advisor the researcher made change or replaces the construction of some items in the questionnaires. The researcher adopted different standardized measurements scale of factors affecting professional commitment of teachers, which developed by Meyer and Allen (1993).

### 3.8 Reliability of the Instrument

According to Kothari (2004), a measuring instrument is reliable if it provides consistent results. Cronbach's alpha is a coefficient of reliability, which is commonly used as a measure of the internal consistency or reliability of psychometric test score for a sample of examines. Cronbach's alpha was calculated to test the consistency and reliability research instrument. The measure between 0.8 and 0.95 are, considered to have very good quality while, scales with coefficient alpha in between 0.7 and 0.8 and scales in between 0.6 and 0.7 are, considered to have good and fair reliability respectively.

Thus, the overall reliability test of the study shows that as it has very good quality with reliability measures scale of 0.919.

**Table3.3** Reliability of the Instruments.

S. No	Variables	Number of Items	Cronbach's Alpha
1	Teachers professionalism	24	0.742
2	Job Satisfaction	9	0.891
3	Organizational Characteristics	7	0.804
4	Work Environment	6	0.880
	TOTAL	46	0.919

### 3.9 Methods of Data Analysis

It was a descriptive study, which explored factors affecting the professional commitment of teachers. The study was attempted to analyze the present status of teachers' professional commitment in selected private school to identify the problems and to suggest implementable strategies for improvement. To show the relationship between variables and the effect of Independent Variables on Dependent Variable, the researcher used Mean, Standard deviation,

correlation analysis. In addition to this, to measure how the Independent variables will predict the value of Dependent variable, regression analysis was used.

The analyzed data was presented in tables first, and the discussion come next in each case. The qualitative data, which was collected from teachers through open-ended questionnaires, was summarized, categorized and coded to suit for analyses.

Since, the research was based on the quantitative and qualitative data, the quantitative data table was used before the description of the data to present a condensed picture of the data and to show the objectivity of the collected data. The data that was collected via Interview is analyzed qualitatively.

### **3.10 Ethical Consideration**

An ethical consideration plays an important role throughout data collection time. The researcher was aware and followed the ethical consideration related to the studies. In addition, the first page of the questionnaires displays an opening introductory letter that demanding the respondents` collaboration to provide required information for the study to assured that the information they provide would kept confidential. All potential study participants informed about the procedure that used in the study until data collections from them. In addition, the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removes the respondents` information that requires identification of names and other identity. Throughout the data collection and any activities that matter to the research, the researcher made positive interaction with respondent.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

#### 4.1 Introduction

The chapter of this thesis deals with presentation, analysis and interpretation of the data. In this study, to obtain the necessary information, different groups of people included. The groups that included in the study were teachers, human resource managers, school and central (main) office administrators. The Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and unstructured interview have conducted accordingly. The summary of the quantitative data was presented by the use of tables and various statistical tools. In the same way, the qualitative data were organized, analyzed and used to strengthen or to elaborate the quantitative one systematically. Since the research design was concurrent nested mixed research design, thus the qualitative data was used to support the result obtained from the interpretation of the quantitative data.

For this study, the main sources of data were 284 teachers from 3 High Schools and 5 Elementary Schools out of the total population. In addition to this, interviews were conducted with 9 administrators and 3 Internal Inspectors and Supervisors. From 284 distributed questionnaires, 262(92.3%) questionnaires were properly filled and returned. Among 12 interview respondents 12(100%) were properly participated and gave essential information on the issue under study.

In general out of 284 respondents, 262(92.3%) of respondents participated and gave necessary information on the issue raised through questionnaire. Therefore, the total response rate was enough and safe to analyze and interpret the data.

Hence, the overall results of the issue investigated along the respondent`s personal background or profiles are coordinated and presented as follows.

#### 4.2 Description of Demographic Characteristics.

The duration of this study was from May to June 2019/2020 G.C. in selected private school, Gibson School System, in Addis Ababa, Ethiopia. During this study period, different respondents from teachers and school administrators were participated and interviewed to know factors affecting the professional commitment of teachers in the study area.

#### 4.2.1. Socio demographic characteristics

Among 284 eligible participants 262(94.01) returned the questionnaires. Out of the returned questionnaires four (4) questionnaire discarded due to incompleteness. Considering this, the response rate was 92.6% (262/284). More than half, 198(75.6%) of the respondents were males.

Almost half of the respondents are single in marital status, 137(52.3%). The average age of participants is 34.4 years. The mean work experience during the conduct of this data collection is 5 years and above years.

Out of 262 respondents, 219(83.58%) had bachelor degree (BA) level of educational qualification which is followed by MA holders 43(16.42%) in teaching profession, the school does not hire Diploma holders for teaching position.

The following table depicts and summarizes the sex, educational qualification, experience and marital status of the respondents.

**Table 4.1. Socio demographic characteristics of teachers.**

S. No	Variables	Categories	Frequency	Percent
1	Sex	Male	198	75.6
		Female	64	24.4
2	Age in years	< 25 years	6	2.29
		25-29 years	12	4.58
		30-34 years	133	50.76
		35-39 years	78	29.77
		40-44 years	14	5.34
		Above 44 years	19	7.25
3	Marital Status	Single	137	52.3
		Married	125	47.7
4	Educational Level	BA Degree	217	82.8
		MA, MSc, and above	45	17.2
5	Teaching experience in years.	0-2	9	3.43
		2-5	47	17.94
		Above 5 years	206	78.63

**Source** Own survey (2020)

An interview result revealed that, more experienced and teachers that are more educated have higher professional commitment than those teachers who have less experience and lower educational level in teaching profession. In addition to this, male teachers have higher

professional commitment than female teachers do. This result was supported by the study conducted by Rots and Aelterman (2008, p.531), which identified the predicting factors that distinguished teacher education graduates with a low level from those with high level teaching commitment. Again the research distinguished initial motivation for teaching, teacher education, personal characteristic and integration in teaching as a predicting factors which had influence professional commitment of teachers. Again, a research conducted by (Abdullah et. Al. 2009) done on the Secondary School of Taiwan, by comparing subjects with some variables: gender, qualification, level and age concluded that, male teachers were generally more satisfied than female teachers, graduate teachers were more satisfied than non-graduate teachers, higher ranking teachers were more satisfied than ordinary teachers while older teachers were more satisfied than their younger counterparts.

#### **4.2. Discussion and Result Analysis.**

This section comprises the analysis of data acquired from teachers, site directors, HR Managers, internal inspectors, supervisors from schools and central office.

The level of professional commitment of teachers on their teaching profession questions have presented in the questionnaire to be responded by teachers, as well as the interview was conducted with site directors, HR Managers, internal inspectors, supervisors from schools and central office was arranged and analyzed in the following tables. For the purpose of analysis, the responds were rated as;  $\leq 1.49 = \textit{Strongly Disagree (1)}$ ,  $1.50-2.49 = \textit{Dis agree (2)}$ ,

$2.50-3.49 = \textit{Uncertain (3)}$ ,  $3.50-4.49 = \textit{Agree (4)}$  and  $\geq 4.50 = \textit{Strongly agree (5)}$

The responses of key information were obtained and converted in to; Mean (M), Standard deviation (SD), and Percentage (%) for meaningful interpretation.

#### **4.3 Descriptive analysis of professional commitment**

To evaluate teachers' professionalism and commitment to teaching profession the following questions distributed for teachers, and responded as bellow.

**Table 4.3.1 Teacher’s professionalism.**

S.no	Questions	Response					Mean	St. dev.
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree		
1	I chose to be a teacher of my own accord.	204 (77.9%)	27 (10.3%)	6 (2.3%)	13 (5%)	12 (4.6%)	1.48	1.071
2	I feel proud of being a teacher	218 (83.2%)	12 (4.6%)	6 (2.3%)	13 (5%)	13 (5%)	1.44	1.091
3	I perceive the values of teaching profession more important than other professions.	212 (80.9%)	33 (12.6%)	9 (3.4%)	5 (1.9%)	3 (1.1%)	1.23	0.726
4	I have the desire to be well known in teaching profession.	231 (88.2%)	16 (6.1%)	7 (2.7%)	3 (1.1%)	5 (1.9%)	1.23	1.56
<b>Group Mean</b>							<b>1.345</b>	<b>1.112</b>

Source Own survey (2020)

The above table showed (depicted) that, majority of teachers 212 (80.9%) did not perceive the value of teaching profession more important than those of other profession, 204 (77.9%) of the teachers did not chose to be a teacher by their own accord, and 218 (83.2%) of them were not proud of being a teacher (for detail Table.4.3.2). It is founded that teachers’ professionalism and commitment to teaching profession is not satisfactory in general. The total mean score of teachers’ professionalism and commitment to teaching profession is 1.345, which is strongly with standard deviation (SD) of 1.112. These results showed that teachers in private schools are not committed to their teaching profession. Teachers have no desire (interest) to continue teaching with economic needs. They do not perceive the value of teaching profession more important than those of other values, most of the teachers have not chose to be a teacher by their own accord, and are not proud of being a teacher. The interview result with administrators also support this idea by indicating most teachers do not chose to be a teacher of their own free will; it was not their first choice when they select their university fields. They were assigned by the ministry of education without their interest that is why they are not proud of being a teacher and are not desire to continue in teaching profession. This is because, students know how teachers are getting social support and respect as well as their living style within community.

Therefore, low teachers professionalism and commitment to teaching profession has negative impact on the achievement of school goals and student performances, which will in turn negatively influence the socio-political and economic activities of the country in the end.

The study of Jean-Pierre B. and Cary C. (2009:10) revealed the some result and supposed that “healthy business” should place employee well-being on the same level as other goals, and include it in its management criteria so that employees’ professional commitment will be given priority for the benefit of all stakeholders. It is important to put it on a par with liquidity, sales and benefits. Employee satisfaction, which leads to professional commitment, is essential to success of any business.

#### 4.3.2. Commitment to Teaching Work

To measure the emotional ties, perceived obligation and perceived sunk costs in relation to the teaching profession the following questions were distributed and presented in the table 4.3.2.

**Table 4.3.2 Commitment to teaching work.**

S.no	Questions	Response					Mean	St. Dev.
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree		
Q1	I am satisfied with teaching the students and I help them inside and outside the classroom.	111 (42.6%)	41 (15.6%)	28 (10.7%)	36 (13.7%)	46 (17.6%)	2.48	1.560
Q2	I have considerable control over the pace of my work.	26 (9.9%)	14 (5.3%)	33 (12.6%)	63 (24%)	126 (48.1%)	3.95	1.311
Q3	I take my classes on time and accept taking more classes when needed.	8 (3.1%)	13 (5.6%)	37 (14.1%)	84 (31.1%)	120 (48.5%)	3.13	1.030
Q4	I accomplish my job with enthusiasm.	5 (1.9%)	18 (6.9%)	44 (16.8%)	56 (21.4%)	139 (53.1%)	4.17	1.059
Q5	I try to do the best for the unsuccessful students.	6 (2.3%)	23 (8.8%)	35 (13.4%)	73 (27.9%)	125 (47.7%)	4.10	1.078
Q6	I enjoy teaching.	53(20.2%)	57 (21.8%)	17 (6.5%)	59 (22.5%)	79 (29%)	2.18	1.545
	<b>Group Mean</b>						<b>3.335</b>	<b>1.264</b>

**Source** Own survey (2020)

The above table shows that, (77.86%) teachers were taking the class on time, and they were accepting to take more classes when needed, (73.5%) of them have helped their students if they

needed and try to do their best for unsuccessful students and accomplished their job on time. Moreover, 152 (58.02%) of them were not satisfied in teaching the students and in helping them inside and outside the classroom (for detail Table.4. 3.2).

The total mean score of teachers' commitment to teaching work is 3.335 with standard deviation (SD) of 1.264 indicates the level of uncertain with in teachers commitment to teaching work. The Group mean (3.335) falls below 3.50 which shows teachers are not committed to their work, which are supported by school administrators` according to the interview result.

The study conducted by Desta Ayele (2014) in General Secondary School of Hadiya Zone, revealed that, the level of affective, continuance, and normative commitment of teachers in the study area were low which support this study result. His finding showed majority of teachers in the school expect external force to do their job, and poorly interested to achieve school goal and objectives. The mass of teachers also not prefer to stay with teaching profession and have low moral responsibility in teaching profession. He recommended better to focus on foster teachers` commitment by encouraging teachers in the job by fair and equitable rewards to achieve school goals.

#### 4.3.3. Teachers' Affective Commitment

To measure teachers' emotional attachment, identification with, and participation in the teaching profession, the following questions were distributed and presented in table below.

**Table 4.3.3. Teacher's affective commitment**

S.no	Questions	Response						
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	St. dev.
Q1	I would be very happy to spend the rest of my career with this profession.	163 (62.2%)	52 (19.8%)	36 (13.7%)	8 (3.1%)	3 (1.1%)	1.61	0.915
Q2	I really feel as if professional problems are my own.	138 (52.7%)	74 (28.2%)	29 (11.1%)	15 (5.7%)	6 (2.3%)	1.77	1.011
Q3	I do not feel a strong sense of "belonging" to my profession.	15 (5.7%)	24 (9.2%)	26 (9.9%)	67 (25.6%)	130 (49.6%)	4.04	1.217
Q4	I do not feel "emotionally attached" to this profession.	28 (10.7%)	22 (8.4%)	28 (10.7%)	59 (22.5%)	125 (47.7%)	3.88	1.369

Q5	I do not feel like "part of the family" at my profession.	17 (6.5%)	10 (3.8%)	28 (10.7%)	66 (25.2%)	141 (53.8%)	4.16	1.167
Q6	This profession has a great deal of personal meaning for me and I desire to continue teaching without economic needs.	144 (55%)	84 (32.1%)	17 (6.5%)	13(5%)	4(1.5%)	1.66	0.916
<b>Group Mean</b>							<b>2.853</b>	<b>1.0997</b>

**Source** Own survey (2020)

As we can see from the above table, majority of teachers, 215 (82.02%) were not happy to spend their career with their profession, 212 (80.9%) of them disagree as the professional problem is from them. In addition, among the study participants 144 (55%) 84(32.1%), 17(65%), 13(5%) and 4(1.55%) of them have strongly disagreed, disagreed Neutral, agreed and strongly agreed with their profession has a great deal of personal meaning for them and on their desire to continue teaching without economic needs. (For detail, please visit Table 4.3.3).

As the above table reveals, overall mean score of teachers is 2.853 with a standard deviation of 1.099 designates the level of uncertain within teachers' affective commitment. Teachers are not happy to spend the rest of their career with teaching profession; they do not feel a strong sense of belongingness and are not interested to continue teaching regardless of economic needs. Which shows teachers affective commitment to teaching profession in the study area is low.

This study result were supported by the study result of Desta(2014) which concluded that, Majority of school administrators also replied that majority of teachers in the school expects external force to do their job, and poorly interested to achieve the goal school set by the school. The levels of tolerance between teachers and their leaders in different issues in the schools are also poor because of the low commitment of teachers on the job. This shows that mass of teachers are not powerfully contributes to the success of the school goal. These poor teachers' contributions on the school goals and objectives make ineffective on the students` academic achievement.

### 4.3.4 Teachers' Normative Commitment

To examine the level of normative commitment of teachers on the job the following questionnaire distributed for teachers and presented below.

**Table 4.3.4. Teachers' normative commitment**

S.no	Questions	Response						
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	Sad. Dev.
Q1	I do not feel any obligation to remain in my current profession.	17 (6.5%)	14 (5.3%)	11 (4.2%)	78 (29.8%)	142 (54.2%)	4.20	1.161
Q2	Even if it were to my advantage, I would have left my profession now.	10(3.8%)	38 (14.5%)	49 (18.7%)	79 (30.2%)	86 (32.8%)	3.74	1.173
Q3	I would feel guilty if I left my profession now.	204 (77.9%)	32 (12.2%)	19 (7.3%)	5 (1.9%)	2 (0.8%)	1.35	0.763
Q4	This profession deserves my loyalty and I owe a great deal to it.	180 (68.7%)	40 (15.5%)	24 (9.2%)	12 (4.6%)	4(2.3%)	1.56	0.991
	<b>Group Mean</b>						<b>2.713</b>	<b>1.022</b>

Source Own survey (2020)

The above table shows that, majority of teacher 142(54.2%) and 78(29.8%) of them were strongly agreed and agreed respectively with non-feeling obligation to remain in teaching profession, 204(77.9%) and 32(12.2%) were strongly disagree and disagree with the teaching profession deserves their loyalty and with owning a great deal of it. (For detail Table 4.3.4)

As table above discloses, Group Mean is 2.713 with standard deviation of 1.022 show the level of disagree within teachers' normative commitment on the job. They do not feel any obligation to remain in their current profession. Even if it is to their advantage, they would have left their profession now. This indicates the level of normative commitment of teachers in the current job is not fully committed. The response of school administrators strengthen this idea as, majority of teachers are low moral responsibility on the job especially of fresh teachers are low moral responsibility than those more experienced teachers on the current job. This is for the reason that,

many of them had low satisfaction on the job and they were leaving the school at any time in the year-even without giving notice so that the school will do the substitutions.

Therefore, low moral responsibility of teachers is negatively influence the achievement of the school goals and students performance. High moral responsibility of teachers in the job increases not only the academic achievement of students but also the professional commitment of teachers. This study result was supported by Desta(2014), the study conducted in General Secondary School of Hadiya Zone, as summarized under Professional commitment analysis.

#### 4.3.5. Teachers' Continuance Commitment

For examining the level of teachers' continuance commitment on their profession, the following questions distributed for teacher respondents and responded as follows:

**Table 4.3.5. Teachers' continuance commitment**

S.no	Questions	Response					Mean	Sad. Dev.
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree		
Q1	It would be very hard for me to leave my profession right now. Now, even if I wanted to.	141 (53.8%)	73 (27.9%)	29 (11.1%)	13 (5%)	6 (2.3%)	1.74	0.995
Q2	One of the few negative consequences of leaving this profession would be the Scarcity of available alternatives.	5 (1.9%)	15 (5.7%)	28 (10.7%)	31(11.8%)	183 (69.8%)	4.42	1.017
Q3	Right now, staying with my profession is a matter of necessity and desire.	164 (62.6%)	63 (24%)	17 (6.5%)	11 (4.2%)	7 (2.7%)	1.60	0.972
Q4	Too much of my life would be disrupted if I decided to leave my profession now.	143 (54.6%)	67 (25.6%)	24 (9.2%)	19 (7.3%)	9 (3.4%)	1.79	1.095
<b>Group Mean</b>							<b>2.387</b>	<b>1.012</b>

**Source** Own survey (2020)

In the above table, among the study participants 141(53.8%), strongly disagree, 73(27.9%) disagree, 29(11.1%) Neutral, 13(5%) agree and only 6 (2.3%) of them strongly agree with the hardness of leave their profession. In addition 183(69.8%), 31(11.8%) 9, 28(10.7%) 15(1.9%) and 5 (1.9%) of study participants were strongly disagree, disagree, neutral and agree respectively

with the negative consequence of leaving teaching profession would be the scarcity of available resources. (For detail Table 4.3.5).

The table above reveals, overall group mean score is 2.70 with standard deviation of 1.012 indicates the level of uncertain within teachers' continuance commitment. Majority of the teachers were interested to leave their profession if they got any opportunity and they did not care about the negative impact of leaving the profession.

The result shows that mass of teachers in the teaching profession in the study area are not interested to continue with teaching profession. This lack of interest to continue in teaching profession is may minimize commitment of teachers on job. The low level of continuance commitment of teachers has influence on the goals and objectives of the schools as well as on the students' performance, which has a negative impact on the Development of the country in the end. This study result was supported by Desta(2014), the study conducted in General Secondary School of Hadiya Zone, as summarized under Professional commitment analysis.

**Table 4.3.6. Teachers` professional commitment to the Teaching profession.**

No	Domains	Mean(M)	Standard Deviation(SD)	Rank(R)
1	Teachers professionalism	1.345	1.112	5
2	Commitment to teaching work	3.335	1.264	1
i.	Teachers` Affective commitment	2.853	1.099	2
ii.	Teachers` Normative commitment	2.713	1.022	3
iii.	Teachers' Continuance commitment	2.387	1.0208	4
	<b>Group Mean</b>	<b>2.526</b>	<b>1.1036</b>	

**Source** Own survey (2020)

As the above table reveals, Group Mean of teachers` professional commitment to teaching profession is 2.526 with the standard deviation of 1.1036 indicates the level of uncertain within teachers` professional commitment on the teaching profession. This showed that the professional commitment of teachers is low. Which means, teachers professional attachment and participation

in the teaching profession, commitment based on benefits and costs that is related to stay in the profession and feelings of moral responsibility of them to stay in the profession are low. This has a negative impact on educational system to produce skilled peoples that help substitute political, social and economic development of the country. This result was supported by school administrators` interview result.

### Overall Level of Professional Commitment

The overall level of professional commitment in this study showed, 152 (58 %) of teachers have low level of professional commitment, 23 (9%) have moderate level of professional commitment and only 87(33 %) of them have high level of professional commitment to their profession. The analysis of data in above table again indicates that, commitment to teaching work achieved the first rank with mean of 3.335, while Teachers` Affective commitment achieved the second rank with the mean of 2.853, and Teachers` Normative commitment achieved the third rank with the mean of 2.713, which is followed by Teachers` Continuance commitment value(2.387).

As Allen and Meyer suggested the result also showed, the Group mean of Affective commitment is 2.853 is more than the value of normative commitment and Continuance commitment which have Group mean 2.713 and 2.387 respectively.

### 4.4. Descriptive Analysis of Factors Affecting professional commitment.

#### 4.4.1. Level of job satisfaction among teachers.

To measure the level of job satisfaction among teachers the following questions presented and responded as the following table.

**Table 4.4.1. Level of Job satisfaction**

S.no	Questions	Response					Mean	Sad. Dev.
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree		
Q1	I could choose the career again; I would make the same decision.	49 (18.7%)	112 (42.7%)	21 (8%)	46 (17.6%)	34 (13%)	2.63	1.320
Q2	My job has more advantages than disadvantage.	56 (21.4%)	131 (50%)	36 (13.7%)	21 (8%)	18 (6.9%)	2.29	1.100

Q3	My income is a reflection of the work I do and it is enough to survive.	143 (56.4%)	58 (22.1%)	44 (16.8%)	11 (4.2%)	6 (2.3%)	1.77	1.020
Q4	I have a desire to work in the school.	50 (19.1%)	90 (34.4%)	38 (14.5%)	38 (14.5%)	46 (17.6%)	2.77	
Q5	In general, I am satisfied with my work.	79 (30.2%)	160 (61.1%)	2 (0.8%)	18 (6.9%)	3 (1.1%)	1.88	0.821
Q6	I have sufficient opportunity to be developed, for my personal growth in my work and satisfied with its fairness.	66 (25.2%)	78 (29.8%)	54 (20.6%)	45 (17.2%)	19 (7.3%)	2.52	1.240
Q7	My work is mentally stimulate and I really enjoy my work.	52 (19.8%)	41 (15.6%)	23 (8.8%)	76 (29%)	70 (26.7%)	3.27	1.498
Q8	I haven't experienced frustration in my work due to limited resources	46 (17.6%)	141 (53.8%)	36 (13.7%)	19 (7.3%)	20 (7.6%)	2.34	1.089
Q9	My work is not routine and too much is not expected from me.	49 (18.7%)	113 (43.1%)	41 (15.6%)	22 (8.4%)	37 (14.1%)	2.56	1.281
<b>Group Mean</b>							<b>2.164</b>	<b>1.0522</b>

Source Own survey (2020)

Table 4.2.1 above showed that, 187 (71.4%) were disagreed, 36(13.7%) were Neutral and only 39(14.9%) of them were agreed with their job had more advantage than disadvantage. And 143(56.4%), 58(22.1), 44(16.8), 11(4.2%) and 6(2.3%) of study participants were, strongly disagreed, disagreed Neutral, agreed and strongly agreed respectively with their income is a reflection of the work they did with their and it was enough to survive them. (For detail Table 4.4.1). From the above table, group mean score is 2.164 with standard deviation of (SD) of 1.0522 indicated the level of disagree within teachers' job satisfaction on the job.

This indicated the level of job satisfaction is low. Majority of teachers are not agreed as their income is a reflection of the work they are doing, as there is a personal growth in their work, as they have sufficient opportunity to develop in their work and its fairness, as their work is mentally stimulate as well as they are not getting enough materials and resources for their works.

The overall level of job satisfaction in this study showed, 137 (52.3 %) of teachers have low level of job satisfaction, 34 (13%) have moderate level of job satisfaction and only 91(34.7 %) of them have high level of job satisfaction to their profession. The interview result also supported the response of teachers

These low teachers` job satisfaction and commitment on the job is negatively influence on the school goal and objectives. As stated by Scott (2004), employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity. The reverse is true for those employees who have low Job Satisfaction, which has a negative impact on professional commitment.

Majority of teachers were not satisfied and committed in the current job in the study area. This also pointed out by the research findings of Gedefaw (2012) PhD thesis on job satisfaction of secondary school teacher of Addis Ababa. His findings disclose that teachers were not satisfied on their income, management style of their school leaders, opportunities to promotion, participation in decision-making, relationship they have with school leaders and parents.

#### 4.4.2. Organizational characteristics

To measure the level of organizational characteristics, the following questionnaire distributed and responded by teachers.

**Table.4.4.2. Level of Organizational Characteristics**

S.no	Questions	Response						Mean	Sd. Dev.
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree			
Q1	I do not have role stress or role overload from my school.	23 (8.8%)	26 (9.9%)	67 (25.6%)	87 (33.2%)	59 (22.5%)	3.51	1.196	
Q2	I have a good working relationship with my colleagues and getting support when I need.	24 (9.2%)	41 (15.6%)	47 (17.9%)	118 (45%)	32 (12.2%)	3.55	1.158	
Q3	There is an atmosphere of co-operation horizontally and vertically.	12 (4.6%)	24 (9.2%)	45 (17.6%)	135 (51.5%)	46 (17.6%)	3.68	1.015	
Q4	There is a clear channel of communication at my workplace	10 (3.8%)	14 (5.3%)	21 (8%)	139 (53.1%)	78 (29.8%)	4.00	0.969	

Q5	My manager is concerned about my wellbeing	25 (9.5%)	24 (9.2%)	33 (12.6%)	115 (43.9%)	65 (24.8 %)	3.65	1.218
Q6	Management does involve staff in decision making	31 (11.8%)	124 (47.3%)	41 (15.6%)	43 (16.4%)	23 (8.8%)	2.63	1.153
Q7	I am happy with the management style in my department/ school.	24 (9.2%)	96 (36.6%)	42 (16%)	54 (20.6%)	46 (17.6 %)	3.01	1.284
<b>Group Mean</b>							<b>3.404</b>	<b>1.142</b>

**Source** Own survey (2020)

As it can be seen from the above table, among the study participants 24 (9.2%), 96 (36.6%), 42(16%), 54 (20.6%) and 46 (17.6 %) of them were strongly disagree, disagree, Neutral, agree and strongly agree with management style of the school and the department respectively. As well, 31 (11.8%), 124 (47.3%), 41 (15.6%), 43 (16.4%), and 23 (8.8%) of them were strongly disagree, disagree, Neutral, agree and strongly agree with the involvement of staffs in decision making (For detail Table 4.4.2).

As table 4.4.2 above shows, overall Group mean is 3.404 with the standard deviation, 1.142 indicates the level of organizational characteristics is satisfactory. Most of the items mean are above 3(three) which indicated that the level of organizational characteristics is good. Most teachers responded as they have a good relationship with their colleagues, good atmosphere of cooperation and there is a clear channel of communication at their work place. However, their response shows that the school management does not involve them in decision-making and there is a role stress at work. This idea was supported by school administrators as currently working teachers are those who have less working experience and many in number. Due to this, until they adapt the situation and match themselves with the environment they have a stress, which is not from the workload but from adaptation. In addition to this, many of the teachers are not involved in decision-making, but they indirectly involved through their immediate bosses, such as site directors, team leaders, campus deans and assistant site directors. In addition, even if there is a clear channel of communication, its implementation is not satisfactory. Having such condition in school has a negative impact on professional commitment of teachers. This findings were supported by the research findings of Steers (1977) and Koch & Steers (1980), which founded as Organizational Characteristics has an effect on professional commitment.

#### 4.4.3. Work Environment

To measure the internal and external environment factors the following questionnaire was distributed and responded as follows.

**Table 4.4.3. Level of Work environment**

S. n	Questions	Response					Mean	Sd. Dev.
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree		
Q1	The presence of clear school rule and regulation with its implementation is satisfied teachers.	31 (11.8%)	38 (14.5%)	57 (21.8%)	64 (24.4%)	72 (27.5%)	3.41	1.341
Q2	Treatment and dealing complaints by school management is fair and equal for all teachers.	25 (9.5%)	31 (11.8%)	18 (6.9%)	136 (51.9%)	52 (19.8%)	3.61	1.204
Q3	There is fair distribution of workload and recognition in the school for teachers work	54 (20.6%)	29 (11.1%)	46 (17.6%)	73 (27.9%)	60 (22.9%)	3.21	1.446
<b>Group Mean</b> (Internal work Environment)							<b>3.41</b>	<b>1.33</b>
Q4	Teachers are getting enough social support, respect and recognition.	64 (24.4%)	118 (45%)	40 (15.3%)	22 (8.4%)	18 (6.9%)	2.28	1.13
Q5	Teachers are satisfied with accessibility of transportation and Housing.	75 (28.6%)	121 (46.2%)	31 (11.8%)	18 (6.9%)	17 (6.5%)	2.16	1.114
Q6	Teachers are observing improvement in one area of their life.	73 (27.9%)	91 (34.7%)	21 (8%)	50 (19.1%)	27 (10.3%)	2.49	1.347
<b>Group Mean</b> (External work Environment)							<b>2.31</b>	<b>1.142</b>

**Source** Own survey (2020)

The above table showed that, 72 (27.5%), 64 (24.4%), 57 (21.8%), 38 (14.5%), and 38 (14.5%) were strongly disagree, Disagree, Uncertain, Agree and strongly agree with the presence of clear school rule and regulation with its implementation was satisfied teachers. However, 64 (24.4%), 118 (45%), 40 (15.3%), 22 (8.4%), and 18 (6.9%) were strongly disagree, Disagree, Uncertain, Agree and strongly agree with teachers are getting enough social support, respect and recognition.

The above table also reveals that, group mean score on internal work environment is 3.41 with the standard deviation 1.33 indicates the level of internal work environment is satisfactory in general. However, the overall mean score of teachers on external work environment is 2.31 with the standard deviation 1.197 indicates, the level of external work environment is not satisfactory in general. Which indicates the social support and respect teachers are getting is not enough and

teachers are not satisfied with the accessibility of transportation and housing and improvement in one area of their life. The school administrators also supported the idea of teachers. This finding was supported by the findings of Smith (2009,p.211), Shier & Graham(2010) and Evan(2008p.23), which indicated the strong relationship b/n professional commitment with school climate, work environment as well as social & cultural service respectively.

#### 4.5. Diagnostics Test

##### 4.5.1. Multi-Collinearity test.

As the regression here, for this the researcher was checked this assumption with tolerance and VIP statistics. Andy, (2006) suggested that a tolerance Value test than 0.1 almost certainly indicates a series collinearity problem Liu (2010) also suggested that VIP value greater than 10 is cause for concern and in this research data the values are below 10 for all predictors. It seems from these values that there is no an issue of collinearity between the predictors variables. In other word, these values give us some ideas as to how accurate our regression model is. Thus, there was no concern with biased effect of collinearity.

**Table 4.5.1.Multi-Collinearity test.**

#### Coefficients

Model	Collinearity Statistics	
	Tolerance	VIF
Job satisfaction (JS)	.530	1.886
Organization (OC)	.376	5.691
Work Environment (WE)	.232	7.601

a. Dependent Variable: Teachers Professional Commitment.

**Source** Own survey (2020)

#### 4.6. Inferential Analysis of Factors Affecting Professional Commitment.

This Inferential Analysis includes the analysis of data related to teachers` job satisfaction, Work environment, Organizational characteristics with professional commitment. To investigate the relationship between job satisfaction, Work environment and Organizational

characteristics with professional commitment, Pearson product correlation coefficient and Regression Analysis are used.

#### **4.6.1 Correlation Analysis**

The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may correlated positively or negatively. As stated by Leary, (2004) a positive correlation indicates a direct and positive relationship between two variables while negative correlation, on the other hand, indicates an inverse, negative relationship between two variables. Breaking down the strength of the relationship, values of  $r = \pm 0.1$  to  $\pm 0.29$  represent weak relationship, while  $r = \pm 0.3$  to  $\pm 0.49$  represent medium relationship and values  $r = \pm 0.5$  to 1.0 indicates strong relationship. Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product, moment correlation coefficient was calculated for determining the relationships between teachers' job satisfaction, Work environment, Organizational characteristics with professional commitment in selected study area.

Therefore, to answer the research questions Pearson correlation is calculated. The result of correlation analysis indicates a positive relation that occurred between teachers' job satisfaction, organizational characteristics and work environment and their professional commitment in study area, which is seen below.

**Table4.6.1 Correlation matrix**

Variables relationships	Teachers professional commitment	Job satisfaction	Organizational Characteristics	Work Environment
Teachers professional commitment		.782**	.727**	.842**
Job satisfaction	.782**			
Organizational Characteristics	.727**	.527**		
Organizational Characteristics	.842**	.645**	.828**	

\*\* . Correlation is significant at the 0.01 level (1-tailed).

**Source** Own survey (2020)

In the Table 17 above, the results showed that, strong and positive relationship between variables. Satisfaction on the job at significant level (0.01) with correlation coefficient value (0.782), organizational characteristics at significant level (0.01) with correlation coefficient (0.727) and work environment at significant level (0.01) with correlation coefficient (0.840). Therefore, Job satisfaction, Work environment and Organization characteristics are an important factor to increase professional commitment of teachers. Therefore, private school owners should pay attention to increase the Job satisfaction of teachers, to create conducive work environment for teachers and to create implementable Organizational characteristics.

#### **4.6.2. Regression analysis**

Regression analysis is a systematic method that can be used to investigate the effect of one or more predictor variables on dependent variable. It helps us to make statements about how one or more Independent variable will predict the value of Dependent variable.

According to the normality test, the data has 95% level of confidence.

**Table 4.6.2. Model Summary.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 <sup>a</sup>	.815	.814	.23305

a. Predictors: (Constant), WE(Work environment), JS(Job satisfaction), OC(Organizational characteristics)

b. Dependent Variable: TPC (Teachers professional commitment)

**Source** Own survey (2020)

As shown in the above table, the sum of factors of independent variable i.e. (Job satisfaction, Work environment and Organizational characteristics) explains 81.4 % ( R Square= 0.814) of the dependent value, Professional Commitment. From this, we can conclude that, 81.4% of professional commitments of teachers depend up on these three factors in this study. Whereas 18.6% is, depend up on other unspecified independent variables.

As we can see from table the result  $F= 89.28$  which is greater than one (1), and  $p<0.01$ . We can conclude that the combination of factor have positive effect on Teachers professional commitment which statistically significant and confident 99% level of significance. However, to determine individual level hypothesis in the table below that shows multiple regression coefficient results.

**Table 4.6.3. ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	65.445	3	21.815	89.28	.000 <sup>b</sup>
Residual	4.567	258	.018		
Total	70.012	261			

a. Dependent Variable: TPC.

b. Predictors:(Constant),WE,JS, OC

Source Own survey (2020)

**Table 4.6.4. Regression Coefficients <sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.010	.103		.097	.923
1 JS	.277	.040	.151	6.912	.000
OC	.577	.025	.266	12.817	.000
WE	.020	.023	.038	2.873	.003

Source Own survey (2020)

a. Dependent variable (TPC)

From the above table, to examine the hypothesis developed the t-test values of all independent variables are above two (2). For a variable that has t-test value of two and above is capable, enough to reject the null hypothesis under rule of the thumb. Hence, all the null hypotheses have been rejected. With regard to their level of contribution for the teachers' professional commitment, the higher un standardized coefficients' Beta value have the higher contribution for the impact of teachers' professional commitment (TPC).

Accordingly, Organizational Characteristics related factors (B=0.577) makes the strongest unique contribution to explaining the dependent variable in which the results revealed that, a one unit increase or positive change in organizational characteristics would lead to 0.577 unit increase the level of teachers professional commitment. A one-unit increase in Job satisfaction and Work environment would lead to 0.277 and 0.020 unit increase in professional commitment respectively.

When we see the statistical significance of each variable from the above coefficient table, Job satisfaction (sig=.000), Organizational characteristics (.000) and Work environment (.003) have statistically significant contribution (sig< 0.05) for prediction of the dependent variable.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This Chapter includes summary of the major findings, conclusions drawn on the bases of the findings and recommendations, which are assumed be useful to improve the Professional Commitment of Teachers in the study area.

#### 5.1 Summary of the study Findings.

The key purpose of this study was to explore those factors, which are affecting the professional commitment of teachers in selected private school in Addis Ababa. In order to achieve the purpose of this study, this study attempted to give the answer for the following basic questions.

1. What is the level of professional commitment of teachers in the school under consideration?
2. What internal and external factors are affecting professional commitment of teachers?
3. What is the extent of each factors in contributing to professional commitment of teachers?
4. Does personal needs and demographic variables, such as teaching experience, gender, and age level of education have an influence on teacher's professional commitment?

Mixed concurrent nested approaches was employed for answering the research questions. To this result, the study was conducted in eight (8) randomly selected schools of Gibson School System, in Addis Ababa. 284 teachers were selected through systematic random sampling technique, to participate in the study. Furthermore, 12 school administrators were selected for interview.

To gather necessary information on the issue 284 questionnaires were distributed to teachers, from the questionnaires 262 questionnaires were properly filled and returned to the researcher. Additionally, to extract in-depth information regarding to factors affecting the professional commitment of teachers, unstructured interview was conducted with 12 administrators.

Statistical tools Such as percentage, mean, standard deviation and Pearson product correlation coefficient were used to analyze and interpret the data collected from questionnaire. The data gathered through open-ended questionnaire and unstructured interview were analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

Based on the analysis made on the data gathered through the above procedures, the major findings of the study were, summarized as follows:

Males dominated the respondents' characteristics. More than half, 198(75.6%) of the respondents were males. Almost half of the respondents were single in marital status, 137(52.3%). The average age of respondents was 34.4 years. The mean work experience during the conduct of this data collection was 5 years and above. Out of 262 respondents, 219(83.5%) had Bachelor Degree level of educational qualification, which was followed by MA holders 43(16.42%) in teaching profession. The researcher calculated Pearson correlation analysis for examining the relationship between job satisfaction of teachers, work environment and organizational characteristics with their professional commitment in the selected study area. From the result, significant and positive relationship between job satisfaction of teachers, work environment and organizational characteristics with their professional commitment revealed, higher levels of teachers' job satisfaction, their commitment on the job, good work environment and comfortable organizational characteristics were associated with higher levels of professional commitment in the study area. Higher levels of teachers' job satisfaction, commitment on the job, conducive work environment and comfortable organizational characteristics were associated with higher levels of professional commitment in selected the study area.

Related to the issue of work environment, even if both external and internal factors of teachers' work environment internal factors scored less than an average of group mean score, external factors have more influence than the internal factors. The interview result also low initiation of teachers in transferring their knowledge, for achieving school objectives.

Because of this, students' academic performance as well as the achievement of school's goals not improved by those teachers. In addition to this, related to work commitment teachers' Affective, Continuance and Normative commitment are low with group mean of below three (3) in Likert scale, which shows low commitment of teachers on their job. Interview result indicates more experienced teachers are more interested than less experienced or fresh teachers to continue in their profession are.

As the result, large number of teachers in the school expect external force to do their job, poorly interested to achieve school goal and objective, were not interested to stay in the teaching profession and low level of tolerance between teachers and their leaders in different issues. In addition to these, teachers stay in teaching profession because of the lack of alternatives to

change other sector, and low moral responsibility on their job.

Consequently, lack of interest from teachers to continue in teaching profession hinders them from doing what expected from them. This may leads to lower productivity, poor quality of education, more numerous grievances, and high turnover when compared with a highly satisfied work force.

The presence of clear school based policy is satisfied majority of employees but gaps from some school management in attitude, skills and knowledge and their poorly implementation of this policy and administration in the school is reduced satisfaction of teachers on the job, which has a negative impact on professional commitment. In addition, the practice of Internal and External supervision for teachers is insufficient to enhance job Satisfaction of teachers on their job and their commitment because of ineffective timely implementation of supervision for teachers. This indicates insufficient supervision of teachers reduced effectiveness of performance of teachers and influences teachers` level of professional commitment.

The interview result revealed that, the only difference between private school and government schoolteachers is their employers, Investors and Government. However, they are working for the same goal, which is not considered for them from government side. That is why; Private school teachers are not getting equal treatment as government schoolteachers in Transportation, Housing, Free Training opportunities, Summer Courses, etc. from government, which is a big challenge for them. Almost all teachers are living by renting houses, which costs more than half of their monthly income/salary; attending different courses and training by their own payment, transportation and other things not facilitated for them.

## **5.2 Conclusions**

The following conclusions were drawn based on the findings of the study,

The correlation between job satisfaction of teachers, internal and external work environment, organizational characteristics, and their professional commitment was strong and positive relationship. A higher level of job satisfaction, conducive work environment, and good organizational characteristics was associated with higher levels of professional commitment in the study area. However, the level of teachers` job satisfaction, conducive work environment, good organizational characteristics and teachers` commitment are not satisfactory. The lower level satisfaction on the job, affective commitment, normative commitment and continuance commitment of teachers can make the learning process less productive. Consequently, it is better to focus on the job satisfaction and commitment of teachers like constructive continuous support,

personal development and training, fair and equitable promotion, benefits and incentive in the area of professional responsibility.

Due to the influence of both internal and external factors, the level of professional commitment of teachers in the current job (teaching) is not good. To use their skill and knowledge in practice some teachers lack enough equipment and material in the school. Professional or personal advancement in training from the school and outsiders were unsatisfactory in the study area. Therefore, fulfilling those necessary materials and necessary equipment for practice use in laboratory, ICT centers, pedagogical centers and library is very important for schoolteachers.

In addition to this, the social support, respect and recognition for teachers is low because of different reasons. The practices of responsibility among teachers in the job is similarly low because of some teachers expect order or command from the school site director, head of department and from other concerned bodies to implement their job and they did not effectively implement their responsibility as expected from them due to their low satisfaction of on the job.

The practices of supervision in the schools by external and internal supervisors not satisfied Teachers. Because, most of the time supervision in the school is mainly to evaluate or inspect the teachers` performance rather than supportive and teamwork natures. Teachers monthly Income and other incentives are not satisfied teachers in the job, for the reason that the living cost of teachers is increasing from time to time.

### **5.3 Recommendations**

For the implementation of the teaching learning process in a better way, the school practices on the professional commitment of teachers should be improved. Thus, in order to sustain the education quality, to improve students` academic achievement and to achieve the designed goal of the school, to better use the knowledge and skills of teachers, the following recommendations forwarded to all concerned academic staffs such as school`s administrators, Internal and External supervisors, Educational experts and other concerned bodies in Addis Ababa.

1. Educational experts and head of departments as well as Woreda education offices in Addis Ababa should make special attention for job satisfaction of teachers, schoolwork environment, organizational characteristics and their commitment on their job. To increase the level of professional commitment of teachers and to maximize academic performance of students, the attention area should focus on the continuous constructive support, personal development and training, fair and equitable promotion, benefits and incentive, facilitation of transportation and

housing in the area of professional responsibility is an important.

2. To increase teachers` professional commitment and achievement in the job, allocation of sufficient budget by schools to supply necessary materials and equipment that is vital for practical use of teachers in the laboratory, library, ICT center...etc. Also, school directors and management, teams should raise positive work competition between schools and among teachers by ranking their performance of timely(weekly/monthly or semester/yearly) based notice levels of teachers` performance by fair and equitable monetary or other initiative rewards based on their effort. Furthermore, experience sharing within school and model schools out of the schools among teachers should be arranged. In addition, school counselors and students` committee leaders should support teachers in advising students to give attention for their lesson and their parents to follow their kids and to discuss with teachers about their kids. These all helps teachers to be effective and more satisfied in their job.

3. Private school owners and Government should discuss and support teachers through facilitating transportations, building house, giving land to build home, giving free learning opportunities in Government Universities, free scholarship, and supply good working condition and consumption goods with fair price. This supports teachers in increasing their status in the profession and increases their satisfaction level on the job, which has a positive impact on their professional commitment.

4. Insufficient recognition, support and social respect from communities and government`s educational experts and supervisors negatively affect teachers` professional commitment. Therefore, to ensure professional commitment of teachers, educational experts and supervisors within the school and from government education office should offer timely support for private school teachers and all concerned bodies should fill the gap of technical skills of supervisors by training to be effective in supporting teachers in the job, like government schoolteachers. This help to develop teamwork or positive relationship between private school and government schoolteachers as well as it helps to develop the teamwork and positive relationship between Internal and external supervisors in the job.

5. As finding indicates that, external factors relatively have more influence than internal factors on professional commitment of teachers. Therefore, schools, woreda education offices and other concerned bodies have to work in collaboration with other government sectors, non-government organization and community to improve the professional commitment of teachers.

6. Inadequate level of affective commitment of teachers in the teaching profession makes them to

expect external force to do their job, and poorly interested to achieve school goal and objectives. Therefore, school should foster teachers' interest by encouraging them in the job by facilitating fair and equitable rewards for achieving the goals of the school by participating/involving school community, governmental and nongovernmental organization. This powerfully contributes for the success of school goals.

7. As findings indicates teachers' insufficient continuance commitment on the job and they stay in the teaching profession due to lack of other alternatives to leave their current profession. Therefore, all education and non-education sectors, Regional education offices and schools should facilitate good teaching-learning environment by involving the community, governmental sector, private investors and nongovernmental originations. This initiates teachers to stay in their profession and to be committed in their teaching profession.

8. Insufficient level of normative commitment of teachers in the job resulted in low moral responsibility of teachers in the profession. Therefore, level of professional commitment and moral responsibility of teachers in the job should maximized by all concerned bodies facilitating attractive teaching-learning environment in the school.

This promotes encouragement of teachers, to improve their professional commitment level and the students' academic achievement.

9. A longitudinal study may be undertaken to further validate the findings of the study and adopt remedial measures to improve the professional commitment of teachers.

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**Appendix-A**

**QUESTIONNAIRE FOR TEACHERS**

**Dear respondents,**

I am MA student of Addis Ababa University School of Commerce Human Resource Department. I am conducting a study on the topic: **Factors affecting professional commitment of teachers in Addis Ababa The case of Gibson School Systems**. The main purpose of this questionnaire is only to collect relevant information for this research work. Therefore, you are kindly requested to fill the questionnaire based on the necessary information related to the study. Your honest and genuine response has its own effect on the success of the study. Your data will be used only for academic issue and the information in this Questionnaire will be confidential.

The Questionnaire in hand consists of statement about the teachers' perceptions of professional commitment to teaching profession. So feel free to tick the appropriate answer openly and honestly. The names of respondents will not be disclosed in case the respondents write their name.

Name (Optional): -----

**Table 1: Socio-demographic characteristics of teachers at Gibson school system, in Addis Ababa, Ethiopia. Please tick mark item of your choice given below.**

**Sex-** Male  Female

**Age-** <25  25-29  30-34  35-39  40-44  45

**Marital Status-** Single  Married

**Level of Education-** Diploma  Bachelor degree  MA, MSC and above

**Teaching Experience in year-** 0-2  2-5  above 5years

**Please tick mark (✓) item of your choice given below.**

**SCALE:**

- a. Strongly Disagree (1)
- b. Disagree (2)
- c. Uncertain (3)
- d. Agree (4)
- e. Strongly Agree (5)

<b>SECTION A: Teacher`s Professionalism</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Q1	I chose to be a teacher of my own accord.					
Q2	I feel proud of being a teacher					
Q3	I perceive the values of teaching profession more important than others profession					
Q4	I have the desire to be well known in teaching profession.					
<b>SECTION B: Commitment To Teaching Work</b>						
Q5	I am satisfied with teaching the students and I help them inside and outside the classroom.					
Q6	I have considerable control over the pace of my work.					
Q7	I take my classes on time and accept taking more classes when needed.					
Q8	I accomplish my job with enthusiasm.					
Q9	I try to do the best for the unsuccessful students.					
Q10	I enjoy teaching.					
<b>i. Teacher's Affective Commitment</b>						
Q11	I would be very happy to apply the rest of my career in teaching profession.					
Q12	I actually sense as if professional problems are my own individual problem.					
Q13	I don't feel a strong sense of "belongingness" to the current profession.					
Q14	I do not sense "emotionally attached" to teaching profession.					
Q15	I do not have any feeling like "part of the family" at my teaching profession.					
Q16	Teaching profession has a great deal of personal meaning for me and I desire to continue teaching without economic needs.					
<b>ii. Teacher's Normative Commitment</b>						
Q17	I do not feel any obligation to remain in my current profession.					
Q18	Whatever it were my own advantage, I would have left my profession now.					
Q19	I would feel uncomfortable if I left my profession now.					
Q20	This profession merits my loyalty and I owe a great deal to it.					
<b>iii. Teacher's Continuance Commitment</b>						
Q21	Even if I wanted to leave my profession right now. It would be very hard for me.					
Q22	One of the negative consequences of leaving teaching profession would be the Shortage of accessible alternatives or opportunities.					
Q23	Right now, staying with my profession is a matter of necessity and desire.					
Q24	If I decided to leave my profession now, too much of my life would be disrupted					
<b>SECTION C: Level of job satisfaction among teachers.</b>						
Q25	I could choose the career again I would make the same decision.					
Q26	My job has more advantages than disadvantage.					
Q27	My income is a reflection of the work I do and it is enough to survive.					
Q28	I have a desire to work in the school.					
Q29	In general, I am satisfied with my work.					
Q30	I have sufficient opportunity to develop and personal growth in my work and its fairness.					
Q31	My work is mentally stimulate I really enjoy my work.					

Q32	I haven't experienced frustration in my work due to limited resources					
Q33	My work is not routine and too much is expected from me.					

**Section D: Levels of Organizational characteristics.**

Q34	I do not have role stress or role overload from my school.					
Q35	I have a good working relationship with my colleagues					
Q36	There is an atmosphere of co-operation horizontally and vertically.					
Q37	There is a clear channel of communication at my workplace					
Q38	My manager is concerned about my wellbeing					
Q39	Management does involve staff in decision making					
Q40	I am happy with the management style in my department/ school.					

**Section E: Level of work environment(Internal & External)**

Q41	The presence of clear school rule and regulation with its implementation is satisfied teachers					
Q42	Treatment and dealing complaints by school management is fair and equal for all teachers					
Q43	There is fair distribution of workload recognition in the school for teachers` work.					
Q44	Teachers are getting enough social support, respect and recognition.					
Q45	Teachers are satisfied with supply and accessibility of transportation and housing.					
Q46	Teachers are observing improvement in one area of their life.					

**Source:** Steers and Baumstein (1996) with the Modification of the researcher (2020).

**Open ended questionnaire:**

1. Do you think that the government schoolteachers are treated differently from private school teachers by government?

If so, mention your points: \_\_\_\_\_

\_\_\_\_\_

2. What measures should be taken to improve teachers' professional commitment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What do you say about influence of residence (housing), accessibility of transportation and the ever-increasing price of Consumption Goods in your professional commitment?

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4. What do you think the reason why most teachers are changing their profession?

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5. What do you say about the level of professional commitment of teachers in relation to gender, years of experience, age, and level of education in the same profession?

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