

**Pre - School Teachers' Career Commitment in Private  
and Government Centers in Addis Ababa**

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This is to certify that the thesis prepared by Hiwot Berhanu, entitled: *Pre - School Teachers' Career Commitment in Private and Government Centers in Addis Ababa* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Research and Development complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Chair of Department of Graduate program coordinator

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## **List of Abbreviations**

**PPT** – Private Preschool Teachers

**GPT** - Government Preschool Teachers

## **ABSTRACT**

*The main objective of this study was to find out factors affecting the preschool teachers' career commitment in private and government preschools. More specifically, it aimed to find out the differences and similarities of teachers' commitment in private and government preschools; as well as those trained and untrained teachers in terms of their commitment to their teaching career; and further identified factors that affect teachers' commitment in private and government preschools aimed at suggesting ways and means of improving preschool teachers' career commitment. To conduct this study, descriptive survey and comparative research method was employed. Descriptive survey was used due to the large number of preschools included for the study. Comparative method was used to understand the difference and similarities between private and government preschools teachers in terms of their commitment to their job. For this purpose, samples were taken from 4 sub cities. From the 16 preschools included in the study, 8 of them are private and the remaining 8 are government. To select the preschools, simple random sampling was used as a sampling technique. Questionnaire survey, and interview were the main instruments used to collect the data. Data analysis was made by using statistical tools such as percentage, chi-square and rank order correlation coefficient to identify the GPT and PPT whether there are differences and similarities in their career commitment. The study observed that there are significant differences among the PPT and GPT in their career commitment and the factors that affect teachers' career commitment in private and government preschools of Addis Ababa are identical. From these factors the most influential ones are mainly related to high work load and salary scale of both government and private schools, which make them not to be committed on their career/low morale. Thus salary scale for preschool teachers, especially for government preschools teachers has to be revised and upgraded as this will not only build their moral/reduce their frustration/ but also reduce job turnovers. Balancing the work load of both private and government preschool teachers is also mandatory as it helps them to teach productively and also enhance their motivation.*

# Chapter One

## 1. Introduction

### 1.1. Background of the Study

The effectiveness of any organization is affected or influenced by the level of workers' performance or productivity. Workers performance can be determined by their ability and commitment on their work. While academic qualification, subject matter knowledge, pedagogy and teaching skill are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without dedication to teaching may not sustain quality education (Manning & Patterson, 2005). In other words, the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their internal motivation, enthusiasm and commitment in teaching (Rikard, 1999). The Preschool teachers need to have both high performance and commitment to their teaching career so that quality of education can be kept.

Teacher commitment has been appropriately defined by Coladarci (1992) as the "degree of psychological attachment to the teaching profession." Commitment is a sense of devotion and adherence. Teachers committed to the school organization were willing to exert effort for the organization and showed a strong desire to remain part of the organization (Fullan & Hargreaves, 1996; Reyes,1990).

It is important to note that teachers who intend to quit a school may still have a positive and affective attachment to the teaching profession. Researchers have further broken down this commitment to the teaching profession into three classes: teaching as a profession, a vocation and a career. This shows teachers' varied orientations toward teaching respectively as a dedication to improve one's knowledge and skills for social utility, a calling in a missionary sense to promote children's welfare, and an investment in a life-long occupation (Coladarci, 1992; Little & Bartlett, 2002; Nias, 1989).

Commitment to students has been found to be a core category of teacher commitment, which is further differentiated into a few subcategories (Louis, 1998). Teachers, who are committed to students' learning, show a willingness to devote effort into ensuring such learning, and have high expectations that the students will learn (Dannetta, 2002). Commitment to subject discipline is another distinguished sub-category and is regarded as a context for teacher-student interaction (Little & Bartlett, 2002)

The preschool teachers' commitment is an important issue and early years teaching has its own challenges and potential. It is full of promise, enthusiasm and fun. The way you teach is as important as what you teach (Robert Fisher 1992: 32).

Teacher commitment is one of the most important aspects of performance and quality of school staff (Reyes, 1990). According to Nias (1989), teacher commitment distinguishes those teachers who are caring, dedicated, and who take the job seriously from those who put their own interests first.

The committed preschool teacher is the one who consider the children's physical, social, emotional and intellectual development. Every child deserves the best possible start in life and support to fulfill their potential. A child's experience in the early years has a major impact on his future life chances so that a secure, safe and happy childhood is important in its own right. It further provides the foundation for children to make the most out of their abilities and talents as they grow up. As Fiseha (2001:2) stated, the teacher-child relationship, especially in the kindergarten, highly influences patterns of expectations of self and others and feeling of self worth, trust and motivation that preschoolers' bring to, and enact in relationships with a teacher.

To fulfill these, teachers' commitment will take the main part. Teacher's commitment has a direct relation with the school effectiveness and teachers' performance. Identifying the factor that influences teachers' commitment is also an important step in the process of raising the level of teacher's

commitment to their teaching career. Teacher's commitment could be seen as the inner force that drives teachers' behavior; enables teachers to perform their duties as required of them having particular goal in mind "success"(Janet R.1994:11).

This study investigated the difference and similarity of preschool teachers' commitment to teaching in private and government pre -schools in Addis Ababa, and examined teachers' perceptions of teaching as a career in terms of their commitment to teach, and assessed the factors that affect teachers' commitment.

## **1.2. Statement of the problem**

Teachers' commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of the teacher to maintain organizational membership and become involved in the job in a manner well beyond personal interest. With respect to payment, people want many things such as fairness (in comparison to what others are getting), adequate amount of money to meet expenses, benefits, and security. In the area of promotion, employees want clarity as to how the promotion system works, and availability of promotion (if they want promotion), work condition, most people prefer convenient location and safe, attractive physical surrounding; and equipment that facilitate their teaching learning process.

In addition to the above-mentioned factors, the preschool teachers' perception towards the profession, promotion and its criteria; might affect the teachers' commitment. Work environment affects teachers' level of commitment; more specifically, the class sizes, relationship with peers and school administrators have an impact on teachers' commitment.

Insights from my work experience has uncovered that lack of capacity building training is also one of the factors that adversely affects teachers' career

commitment. To put it the other way round, teachers who don't attend such trainings are less committed than others who attend the trainings. Some private pre-schools hire teachers by only examining their fluency in English as opposed to factors such as adequate years of teaching experience. However, it goes without saying that lack of work experience poses a serious threat to teachers as they face difficulties in carrying out their duties – problems related to teaching methods, developing and maintaining good relations with the children and so on. It means inadequate training might make the teachers less committed to their teaching career.

The absence of the aforementioned factors adversely affects teachers' commitment and causes dissatisfaction with their jobs and personal lives. It is against these backdrops that the researcher aimed to conduct this study.

Thus, the study aims to find out factors affecting the preschool teachers' career commitment. More specifically, it aimed to find out the differences and similarities of teachers' commitment in private and government preschools; as well as those trained and untrained teachers in terms of their commitment to their teaching career; and further identified factors that affect teachers' commitment in private and government preschools aimed at suggesting ways and means of improving preschool teacher's career commitment. For this purpose the following basic questions were raised.

- Is there a significant difference between private and government preschools with respect to teachers' commitment to their teaching career?
- How do teachers in private and government preschools understand about commitment to teaching career?
- How do teachers in private and government preschools perceive the barriers for being committed to their teaching career?
- What are the practices and strategies that need to be improved in order to maximize the preschools teachers' career commitment level?

### **1.3. Objectives of the Study**

The general objective of study is to compare the teachers' commitment to their teaching career in private and government pre-schools and to make an in-depth analysis of the major factors that affect teachers' commitment; and thereby indicate ways to improve it.

The specific objectives of the study were:-

- To examine whether there is a difference and similarity of teachers' commitment to their teaching career in private and government preschools.
- To provide valuable perspectives regarding teachers' commitment to their teaching career from the teachers' themselves.
- To determine the major factors which affect the commitment of preschool teachers' to their teaching career.
- To indicate different practices and strategies aimed at improving and maximizing teachers' commitment level.

### **1.4. Significance of the study**

The low of professionalism of teachers is one of the top problems of the education system of our country especially at preschool level. Consequently there is a dire need for highly professional and committed preschool teachers. This document further emphasizes on factors that affect preschool teachers' career commitment, assessed preschool teachers' career commitment perception and makes comparison of the similarities and differences between private and government preschool teachers' career commitment.

Thus the study is expected to make the following contributions:-

- It attempts to provide insights on the similarities and differences of teachers' commitment level in private and government preschools. .
- It finds out the factors that affect commitment of private and government preschool teachers;
- It suggests ways and means of improving teacher's commitment in their teaching career.

### **1.5. Delimitation of the study**

The study was geographically delimited to four sub cities in Addis Ababa. The researcher found this delimitation to be important so as to make the study manageable in terms of time, resource and manpower.

### **1.6. Limitation of the Study**

Large number of schools were included in the study to maintain representation of each selected sub city. This created shortage of time in the course of the study. The researcher couldn't include the private and government preschool directors as a source of data because of time constraint. The other limitation of the study is lack of full cooperation from research participants. To overcome these limitations, questionnaire and interview were used as a main source of data and the researcher made a collegial approach with head teachers.

## 1.7. Definition of Terms

**Preschool** – a school for the preprimary years preceding the first grade between the age of three and six.

**Government preschool** – a school for the preprimary years preceding the first grade between the age of three and six, which is owned by the government.

**Private preschool** - a school for the preprimary years preceding the first grade between the age of three and six, which is owned by an individual/s with no government interference in hiring teachers.

**Career Commitment** – is a degree of psychological attachment to the teaching profession, Commitment is a sense of devotion and adherence Coladarci (1992).

## **Chapter Two**

### **2. Review of the Related Literature**

#### **2.1. The History of Preschool Education**

The development of educational theory and practice extends from Greek philosophers, such as Socrates (469-399 B.C), Plato (425-347 B.C) and Aristotle (384-322 B.C), through the Roman Empire, into the Middle Ages, the Renaissance, and on to the recent centuries (Feeney et.al., 1987).

Nevertheless, preschool as a distinct discipline had its beginning with Johann Pestalozzi (1746-1827) as the nineteen century began. It can be said that preschool education is a new field, though it has old roots. The past philosophers, writers and educators suggested many of the significant aspects and practices found in today's preschools.

To begin with, Plato and Aristotle speculated the importance of beginning education for young children. Both saw human beings as essentially good, emphasize the development of mind and body, and suggested that children ought to be directed to learning by what amuses their mind to adjust their unique natural skill (Feeney et.al,1987).

Martin Luther (1483-1546), advocated that the preschool should develop the intellectual, religious, physical, emotional and social qualities of children. John Amos Comenius(1592- 1670) also stressed the importance of teaching children while they are young; and advocated learning by doing and may have been the first to advocate learning through play (Feeney et.al,1987).

Rousseau (1712-1778) gave a special attention to childhood education. He felt that childhood is a unique time when a child should not be considered as a small adult –filled with original sin. Instead, the child as to be seen as a

natural being in his own right who needed complete freedom to grow and develop. According to Rousseau, the best education for child is education in which least hampered the development the pupil natural way (Feeney et.al, 1987).

Johann Pestalozzi (1746-1827), who devoted his life to the education of children particularly for the orphaned and the poor. He believed education should be based on the natural development of children and that every child was capable of learning. He was also concerned with teaching human relationships; His aim was to awaken a feeling of brotherhood, make children affectionate, just, and considerate.(Feeney et.al, 1987).

Robert Owen (1771-1987), believed that education, starting with the very young, together with an environment that allowed people to live by the principle of mutual consideration, could transform the nature of people and society. Sensory learning, stories and visitors from the community were included in the school program in attempt to make school relevant and interesting. (Feeney et.al,1987).

Friederic Froebel (1782-1852) opened a school for little children in which play, games, songs, talking, painting, gardening, modeling, waving, looking at pictures and listening to stories were important features. He called this school kindergarten (children's garden), because he believed that educating children is similar to cultivating plants. (Feeney et.al,1987).

Maria Montessori (1870-1952) unlike Froebel, she saw no value in play. She did recognize however, the need for children to participate in the work of the school. Children worked by themselves with materials designed by her in such a way that children could see their own errors and make their own corrections. The teacher played the role of a guide and was ready to give assistance when needed (Lambert, 1960).

She also highly emphasized on the need to recognize differences in children and the need to adapt work to the individual; and also she believe that children could learn best through their own direct sensory experience of the world. (Feeney et.al, 1987).

### **2.1.1. Preschool Education in Ethiopia**

In traditional Ethiopia, the priests and Sheiks use to gather children of the village to teach the basic literacy and religious matters. And they use to discipline and shape the behavior of the children in their own way.

As (Bezunesh, 1983:52; cited in Fisseha 2001:11) stated modern preschool education began in Ethiopia in 1908 in Dire dawa. This time coincides with the beginning of modern education in Ethiopia. The Ethio-French Railway Company established this first modern preschool for the children on the workers. The French Embassy took the initiative to Ethiopia. Fifty years later the second preschool was opened in Addis Ababa. (MOE: 2012) report; at present, in Addis Ababa there are about 1060 preschools.

Ethiopia was identified in the Education For All (EFA) Global Monitoring Report 2008 as one of the countries that has seen the most rapid progress towards the Dakar goals, notably universal enrolment and gender parity at the primary level. For example, the net enrolment ratio in primary education increased from 33 per cent to 68 per cent between 1999 and 2005, and gender equity has improved (38 per cent of boys versus 28 per cent of girls in 1999 to 71 per cent of boys versus 66 per cent of girls (UNESCO 2007: 291). Meanwhile, the role of government in providing pre-school services has been minimal. This is not surprising. Primary education is still being consolidated in Ethiopia, and current public expenditure is still insufficient to ensure even basic primary schools, especially in many isolated communities. To help fill the vacuum at pre-primary level, the government is encouraging the involvement of other partners, including the private sector.

## **2.2. Qualities of Preschool Teachers**

The very important person in the teaching learning process is the teacher. The characteristic of preschool teacher have a great importance in the achievement of teaching learning goals. Effective preschool teachers should be friendly, constructive, encouraging and supporting in teaching and human relationship. According to Foster and Headlly (1966) the preschool teacher is the wholesome person not easily upset who has the physical stamina and energy to cope with young children.

As Witty (1974) reveals a preschool teacher should be cooperative, democratic, kindness thoughtful for others, having patience, have good personal experience, have fairness and impartiality, have sense of humor, interest in child problems, flexible, use recognition and praise, proficient in subject matter.

Competency in academic subjects alone will not longer be a sufficient measure of an effective teacher; particularly for preschool teaching in class rooms that are culturally diverse and include children with different behavior. The twenty first century preschool teachers required to have a command of various knowledge bases; academic, pedagogical, social and cultural and to be reflective, problem solving professionals.

The following description of teachers appeared in a Nation Prepared: teachers for the twenty first centuries, a document sponsored by the Carnegie Forum on Education and Economy (1986).

Teachers should have a good grasp of the ways in all kinds of physical and social system work; a feeling for what data are and the use to which they can be put; an ability to help students see patterns of meaning where others see only confusion; and the ability to work with other people in work groups that decide for

themselves how to get a job done. They must be able to learn all the time, as the knowledge required to do their work twists and turns with new challenges and progress of science and technology. Teachers will not come to the school knowing all they have to know, but knowing how to figure out what they need to know, where to get it, and how to help others make meaning out of it. Teachers must think for themselves if they are to help others think for them selves, be able to act independently and collaborate with others, and render critical judgment. They must be people whose knowledge is wide ranging and whose understanding runs deep (p.25).

### **2.3. Studies in teacher commitment**

The concept of commitment has been widely used in organizational research to analyze both individual and organizational behavior from the late 1950s. Researchers in the educational field have only begun to study teacher commitment since the 1980s (McPherson, Crowson, & Pitner, 1986). Commitment studies in the '80s fall into three different perspectives, which present findings with different foci (Reyes, 1990).

The early 'exchange perspective' sees commitment as a function of a person's cognitive evaluation of the costs and benefits of staying in an organization (Becker, 1960). Later voluminous studies employed the psychological approach which focused on the analysis of the employee's psychological process of identification with the organization. A committed person typically believes strongly in the goal and values of the commitment object expectations voluntarily, exerts considerable effort for the good of the commitment object, and has a strong desire to remain affiliated with the commitment object (Firestone & Pennell, 1993).

However, the psychological approach pays little attention to the social influences on the person's internal processes. The sociological approach

addresses such a limitation by attending to the articulation between the personality system and the social system. Many of these studies investigated the relations between teacher self-efficacy and organizational culture (Reyes, 1990; Yu, Leithwood, & Jantzi, 2002).

Since the 1980s, researchers in the West have increasingly recognized the complexities of teachers' work and lives. Teacher commitment began to be studied from a new perspective of the teacher's career. This perspective acknowledges the interactive dynamics of complex forces in teachers' personal, institutional and systemic contexts, which are mediated by the broader social historical landscape (Day, Elliot, & Kington, 2005; Gu & Day, 2006; Kelchtermans, 2005). Studies following this conceptual framework give evidence that teachers vary in their objects and intensity of commitment in different life and career phases. Presently this study focused on the PSTCC in private and government centers of Addis Ababa.

## **2.4. Preschool Teachers' Career Commitment**

Teachers' career commitment has been appropriately defined by Coladarci (1992) as the "degree of psychological attachment to the teaching profession." Commitment is typically examined either by looking at the degree of attrition and the reasons for it, or by asking teachers whether today they would still choose a teaching career. Findings from these studies show, for example, teachers of high ability to leave the profession earlier than others (Schlechty & Vance, 1981; Lyson & Falk, 1984) and elementary pre service teachers to be more committed to a teaching career than secondary pre service teachers (Evans & Tribble, 1986). Research has consistently shown commitment to correlate positively with job satisfaction (Culver, Wolfle, & Cross, 1990; Darling-Hammond, 1990). Those who leave teaching often cite occupational factors such as financial reasons, working conditions, or administrative factors which influenced their decision to leave (Darling-Hammond, 1990).

However, teachers leave not only because they are pushed by frustration and dissatisfaction, but also because they are attracted to alternative activities, or more lucrative employment (Murnane et al., 1988). Farber (1991) reported that those who stay in teaching, and are committed to it, claim that it is because they are satisfied and enjoy what they are doing, while those who leave say that their new career lends greater meaning to their lives, providing them with an enhanced sense of self-fulfillment. Some investigators claim that commitment is formed before teachers take their first assignments and thus should be viewed as a factor influencing job satisfaction (Culver, Wolfe, & Cross, 1990; Chapman, 1983).

In a similar vein, others assume that commitment to do a job precedes the enjoyment derived from it (Salancik, 1979). Our assumption, however, is that commitment and satisfaction interact throughout a teacher's career. Initial commitment may influence early satisfaction, however later satisfaction which is undoubtedly affected by actual teaching experience will likely alter an individual's commitment. When these two indices are measured concurrently, it is more likely that a teacher's satisfaction shapes his/ her degree of commitment, rather than the reverse: satisfaction is a reaction to the present, whereas declarations of commitment are related to plans for the future. In this respect, our expectations follow a model set out by Mobley (1979) in which declared career commitment is one of several intermediary factors influencing the connection between dissatisfaction and actual job-turnover.

## **2.5. Factors Affecting Preschool Teachers' Career Commitment**

Depending on the perspective and foci of the studies, various factors have been found to enhance or diminish teacher commitment. Researchers interested in teachers' career commitment pointed out the importance of workplace factors.

Leadership, teacher autonomy, collaboration, feedback, learning opportunities, resources and participation in decision making were some crucial factors in sustaining high levels of teacher commitment (e.g. Firestone & Pennell, 1993; Leithwood, Jantzi, & Steinbach, 1999).

In a study investigating the relationship between several components of teacher burnout and various professional factors of Indian teachers, Kudva (1999) found that there was a significant negative relationship between feeling exhaustion and fatigue and teaching level. Professional commitment was also found to have a significant negative relationship with development of negative attitudes towards students and lack of personal achievement. The results suggest the possible negative factors on teachers' commitment in teaching.

Other researchers (e.g. Joffres & Haughey, 2001) studied the associations between teachers' characteristics (age, education, experience, organizational tenure, career stages) and commitment, they found varied and inconsistent findings suggesting there are still many unanswered questions about the factors that influence teachers' commitments.

Recent research has indicated that whether principals could minimize teacher stress arising from excessive state initiatives and community expectations, is a good predictor of teacher commitment (Ware & Kitsantas, 2007).

Teachers with sustained commitment to professional learning are those who demonstrated good self-adjustment amidst positive and negative “scenarios” and maintain the inner motivation to serve (Day & Gu, 2007). Huge efforts have been devoted to studying the relationship between teacher commitment and changes in teachers' work conditions, which are mediated by the wider social historical contexts.

A review of the preschool teachers' career commitment literature highlights recommendations that have been made for school districts and administrators to alleviate the onset of this condition. Most of these suggestions entail the provision of extensive training for teachers. Fimian and Santoro (1983) suggested that relevant trainings at both the pre-professional and professional levels are essential in meeting the demands of the profession. Cherniss (1995) proposed that professionals who have the appropriate tools, such as adequate training or training in innovative techniques, can use these tools as effective coping mechanisms.

Additionally, McCarthy et al. (2009) suggested that trainings that improve classroom management, instructional skills, and reduce ambiguity should also be provided. Some have also argued the need for trainings that elicit an understanding and commitment to the theory and philosophical tenets underlying teaching approaches. Jennett and her colleagues (2003) conducted a study on the benefits of teacher commitment and found that teachers who endorse the underlying philosophy of their teaching approach were more satisfied with the work they were doing and exhibited less burnout. They concluded that exposure to training that elicits an understanding in the theory of a particular teaching approach may serve as a buffer to burnout. Overall, commitment was purported to serve as an "antidote" to burnout because it reduced the role of ambiguity and conflict and increased social support, control, and feelings of competence and self-efficacy (Jennett et al., 2003).

Certainly there are many reasons accounting for the commitment of teachers. For some people, salary, status and working conditions may be determining reasons for them to join and stay or leave the teaching profession. Ingersoll (1997) has pointed out that high rates of teacher turnover are often a result of teachers seeking to better their careers or teachers are dissatisfied with teaching as a career. Ingersoll (1997) has pinpointed that school characteristics and organizational conditions, including lack of administrative support,

student discipline and motivation, class size, inadequate planning time, and lack of opportunity for advancement, have significant effects on teacher turnover, even after controlling for the characteristics of both teachers and schools.

Connected with the above, stress and burnout resulting from the teaching tasks may cause teachers to feel physically and emotionally exhausted, subsequently diminish their enthusiasm and commitment to teach. Eventually, some of them leave the teaching team with disappointment and a sense of helplessness (Ingersoll, 1997).

As found by Coladarci (1992), the most frequently reported reason for leaving the profession was low salary and working conditions. When teachers were surveyed whether they would choose the profession, the reasons given by the teachers not wanting to return to the profession included "excessive nonteaching responsibilities, lack of job autonomy and discretion, sense of isolation from colleagues and supervisors, insufficient administrative support, and powerlessness regarding important decision-making processes" (p.327). In addition, it was found that teacher commitment was associated with teachers' sense of efficacy.

The teachers' commitment shifted and/or declined when they felt unsuccessful and felt unable to influence the students' learning and/or the other community members (Coladarci, 1992; Joffres &Haughey, 2001).

It is speculated that the performance and commitment of teachers in teaching are influenced by their motives in taking up teaching as a career, their confidence level, efficacy and concerns in teaching (Day, 2004; Joeffres & Haughey, 2001).

Qualified teachers lacking the motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routine. Consequently, interest decreases and the teacher fail to work to his/her full capacity and become less effective. In concrete terms, the result is lack of planning, resistance towards change, and general negligence. Thus; understanding the motives of teachers in choosing teaching as a career and maintaining teacher motivation in the teaching profession is an important issue if we are concerned about teachers' commitment and quality of education.

## **2.6. Job Satisfaction and Teachers' Commitment**

Teacher job satisfaction has perhaps been investigated more frequently than commitment, often in relationship to "burnout" or teacher stress (Jackson, Schwab, & Schuler, 1986; Kyriacou & Sutcliffe, 1979). Satisfaction may be examined in the context of expectations: an individual brings to a job situation values and job expectations and it is important that these factors be largely met for satisfaction to be experienced (Steers & Rhodes, 1979). In comparison to many other jobs, teaching is unusual in that those who decide to take up teaching have had ample opportunity in their youth to observe members of the occupation at work. As a result, those who enter teaching feel that they know what to expect. However, as Lortie (1975) pointed out, the vantage point of the student does not always fit the reality of the teacher's career and many teachers discover that the tasks they are expected to perform are more difficult than anticipated.

Job satisfaction is often classified into intrinsic and extrinsic categories (Chase, 1985; Herzberg, 1966; Holdaway, 1978). Intrinsic satisfaction is derived from individually determined task-related rewards and is related to feelings of competence, self-determination, and self-fulfillment. In contrast the sources of extrinsic satisfaction come from income, prestige, and power which exist

independently of the individual who is occupying the role (Lortie, 1975; Steers & Rhodes, 1979).

As compared to other professions, teaching has relatively little to offer in the way of external rewards: financial compensation differs little between beginning and experienced teachers and professional status is low. The culture surrounding teaching rather tends to stress a service orientation and the acquisition of intrinsic rewards. In fact in a study carried out by Goodlad (1984), it was shown that teachers who had gone into teaching because of inherent professional values were more satisfied and more committed as compared to those whose entry into the occupation was for economic reasons. Moreover, explanations given for leaving centered primarily on a low sense of efficacy, whether emphasizing their own job performance or frustration over low achievement in the classroom. External factors were only of secondary importance to them. It seems that intrinsic and extrinsic components of satisfaction may have a differential relationship with teacher commitment.

Indices of satisfaction among various samples of teachers have been described and broken down into component parts. The data indicate that, on the whole, teachers are a relatively satisfied group (Chase, 1985; Goodlad, 1990; Watson et al., 1991) and, not surprisingly, those who remain in teaching tend to experience greater satisfaction than those who leave (Heyns, 1988).

## **2.7. Motivation and Teachers' Career Commitment**

Employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo 2003). An organization's liveliness, whether public or private, comes from the motivation of its employees, although their

abilities play just as crucial a role in determining their work performance their motivation (Lewis, Goodman & Fandt 1995).

Golembiewski (1973,p. 597) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (1974, p. 279), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987, p. 176), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance).

It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. However, the concepts of motivation and job satisfaction are often confused with one another. Peretomode (1991) citing Gibson, *et al.* pointed out that the two terms are related but are not synonymous. They acknowledged that job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Peretomode (1991, p. 113) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job.

Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

### **Need-based Approach or Content theory**

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg *et al.*'s two factor theory.

### **Abraham Maslow's Hierarchy of Needs**

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories.

According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler & Suttle 1972), although many continue to find the hierarchy model very attractive (Naylor, 1999).

### **Herzberg et al.'s Two Factor Theory**

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in

white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg *et al.* does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content:

Herzberg *et al.* indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors.

Herzberg *et al.*, (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999: 542). Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal

knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993).

Conversely, Ukeje *et al.* (1992: 269) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.

## **2.8. Professional Identities and Teachers' Commitment**

It has been claimed that the key to teachers' commitment is a sense of identity (Woods, 1981; Ball & Goodson, 1985); indeed, in her reflexive, Jennifer Nias (1981) wrote that the word 'commitment' appeared in almost every interview. It was a term they used to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'.

Some teachers derived satisfaction from their commitment, which became an indicator of a sense of pride in their professionalism, while others found the demands too great a burden and reported that teaching was ‘a bit too absorbing’ and can ‘take over your life’ (Nias, 1981). These teachers often place limits on their commitment as a means of continuing to survive the intellectual and emotional complexities of teaching. Tyree (1996), in a study of primary school teachers, reported four dimensions of commitment: commitment as caring, commitment as occupational competence, commitment as identity and commitment as career-continuance.

Other researchers have found that teacher commitment may be enhanced or diminished by factors such as student behavior, collegial and administrative support, parental demands, and national education policies (Day, 2000; Louis, 1998).

Policy changes and reformist imperatives have left many teachers themselves feeling confused about their professional identity, the extent to which they are now able to use their discretionary judgment—arguably at the heart of their sense of professionalism and about their capacity to carry out the responsibilities associated with their new professional identities, which challenge traditional notions of professionalism and professional purposes and practices.

In a different context, others (Jackson, Boostrom, & Hansen, 1993; Goodlad, 1990) have written of the ‘moral purposes’ of teachers, using words such as ‘courage’, ‘integrity’, ‘honesty’, ‘care’, ‘fairness’; and it is easy to see how these may be associated with commitment. Nor should we forget the more obvious signs of commitment such as enthusiasm for the job and the people with whom one works. Witness, for example, comments by an experienced head, in his 50s, in a recent multi-perspective study of successful head teachers:

*Every day's a challenge . . . I've no wishes to do anything other than what I'm doing . . .  
Over the years, enthusiasm seems to grow rather than wane . . .* (Day, Harris,  
Hadfield, Beresford, & Tolley, 2000, p.44).

Like this head teacher, many teachers have somehow found 'room to manoeuvre' as external reform initiatives (which have the effect of reducing teachers' range of discretionary judgments) are imposed and as the bureaucracy associated with increased contractual accountability begins to bite. Such teachers survive and once again flourish in the most challenging circumstances, principally because of the strength of the values they hold (Day, 2000).

There is a general agreement among researchers that the 'self' is a crucial element in the way teachers construe and construct the nature of their work (Kelchtermans & Vandenberghe, 1994); that commitment is a necessary element of professionalism; that motivation, self-efficacy, job satisfaction and commitment are closely linked with identity; and that teacher identities are the result of an interaction between personal experiences, and 'the social, cultural and institutional environment in which they function on a daily basis' (van den Berg, 2002, p 579).

For example, whilst Nias(1989), and Beijaard (1995) have found through their empirical studies that identities are closely bound with personal and professional values, and that they change according to circumstance over the course of a career, Day and Hadfield (1996) noted that the teachers in their research held at least three selves simultaneously within their work context—the actual (how current contexts shaped their work practices), the ideal (what they felt it meant to be a teacher) and the transitional (which mediated between possibilities of the actual and the ideal).

In her research on teachers' work, McClure (1993) noted that identity is often, 'less stable, less 566 C. Day et al. / Teaching and Teacher Education 21 (2005) 563–577 convergent and less coherent than is often implied in the research literature' (MacLure, 1993, p. 320).

More recently, research with teachers revealed that they mobilized, 'a complex of occasional identities in response to shifting contexts' Beijaard (1995), thus appearing to suggest an inherent lack of stability of professional identity during times of change. For those concerned with raising standards in schools, sustaining teachers' effectiveness throughout their careers must be a key consideration.

Understanding teacher commitment, so much a part of teacher effectiveness and identity, is therefore, crucial. This is especially the case if the quality of the education provided to students is to be maintained or improved in the face of the increasing pressures and demands from a variety of sources noted above. Teachers must be assisted in sustaining their enthusiasm for, and commitment to their work (Day, 2000; Louis, 1998).

## **2.9. Teacher Abilities' and Teachers' Commitment**

Commitment as well as job satisfaction has been found to correlate with teacher efficacy (Coladarci, 1992; Goodlad, 1984). Teachers who have a sense of being able to affect pupils are more satisfied with their work and show greater reluctance to abandon it. Teacher efficacy is likely related to a teacher's professional self image, that is how a teacher rates himself or herself concerning pedagogical and interpersonal abilities considered integral to effective teaching performance.

In addition to self-ratings, it is possible to examine teacher abilities through the use of evaluations made by other individuals or based on test performance. For

example, intelligence test results, college grade point average, evaluations made by pedagogical supervisors and host teachers for practice training can all supply information regarding a teacher's potential and manifest abilities. It is important, however, to differentiate between cognitive abilities and pedagogical skills, in so far as research has shown each to bear a different relationship to commitment and satisfaction. While efficacy or teaching ability has been observed to positively relate to commitment, teachers of higher cognitive ability and school success tend to be overrepresented.

## **Chapter Three**

### **3. Research Methodology**

#### **3.1. Research Design of the Study**

This study used descriptive survey and comparative research method. Descriptive survey was used due to the number of preschools included for the study. According to Best(1999:107), using survey in a particular study the data from gathered a relatively large number of population. Comparative method was used to understand the difference and similarities between private and government preschools teachers in terms of their commitment to their job.

The study followed both qualitative and quantitative research approaches. The qualitative approach was used to collect data using interview and questionnaires. The quantitative approach was used to analyze data, collected from the questionnaires, in the form of ratios and percentage.

#### **3.2. Participants and Sampling Technique**

The universe of the study includes private and government preschools in Addis Ababa city administration. However, since it was difficult to consider all private and government preschools, because of time, budget and man power constraint, the target population was focused on some selected pre schools. The selected preschools were from 4 sub cities of Addis Ababa namely; Addis Ketema, Kolfe Keranoyo, Gullelie, and Kirkos. According to the statistical data obtained from Education Bureau of City Government of Addis Ababa, there are 141 private preschools and 45 government preschools, making the total population of schools to be 186.

From this total population, 16 preschools were selected. From the 16 preschools included in the study, 8 of them are private and the remaining 8 are

government. From the different type of simple random sampling techniques the study employed lottery method.

Private and Government preschools selected from the 4 Sub Cities are the following.

**Table 1: List of Selected Sample Preschools**

No.	Name of preschools	School Type	Name of Sub City which the preschool is found
1	Hamle 19 Preschool	Government	Addis Ketema
2	Kestedemena Preschool	Government	Addis Ketema
3	Mesrete Edget Preschool	Government	Kolfe Keraniyo
4	Selamber Preschool	Government	Kolfe Keraniyo
5	Temenja Yaj Preschool	Government	Kirkos
6	Beherawi Preschool	Government	Kirkos
7	Dil betigil Preschool	Government	Gulele
8	Eyerusalem Preschool	Government	Gulele
9	Little Star Preschool	Private	Addis Ketema
10	Radical Academy Preschool	Private	Addis Ketema
11	Family Preschool	Private	Kolfe Keraniyo
12	Al Ekra Preschool	Private	Kolfe Keraniyo
13	New Grand Preschool	Private	Kirkos
14	Kidun Preschool	Private	Kirkos
15	Bilatena Preschool	Private	Gulele
16	School of tomorrow Preschool	Private	Gulele

To select the sample preschools, simple random sampling were used as a sampling technique.

Next to the selection of the sampled preschools, teachers who work with in these schools are selected by simple random technique (using lottery method). As it is possible to identify the number of teachers who work with in the selected schools, using simple random sampling techniques 64 preschool teachers were selected from 16 preschools. Based on the information the

number of teachers in the sample preschools and with regard to the representativeness and manageability of the sample size, the researcher decided to take four respondents from each private and government preschools. Two main teachers and two assistant teachers were selected from each of 16 preschools.

In addition, the study includes 8 preschool head teachers which are selected using lottery method. From 8 selected preschool head teachers 4 of them are from private and the rest 4 are from government pre schools.

### **3.3. Sources of Data and Instruments**

In both private and government pre schools, the study used the teachers who were employed to teach the children as primary source of data. On top of this, the study used books and journals as secondary sources of data. Structured interview and questionnaire were used as data gathering tools to collect data from sample respondents.

#### **3.3.1. Questionnaire**

Both open ended and close ended questions were prepared and administered to the sample private and government preschool teachers to collect data related to the commitment to their job. In designing the questionnaire, the teachers concerns serve as guidelines such as:- how the teachers view their jobs, what they like and dislike about their job, and what they feel how their jobs might be improved up on.

The questionnaires were translated into Amharic language so as to alleviate any unnecessary complication in responding to the items.

To address the issue of validity, all instruments were pretested. The instrument were pilot tested in 2 private and 2 government selected preschools one from each strata. Then, the items were carefully examined to see if they suggest any

modifications and to determine whether they lead to certain conclusions for significant purpose of the study. The questioner was administered by the researcher.

### **3.3.2. Interview**

The study used interview as a form of self report that is a relatively simple approach to data collection and it can produce a wealth of information. To gather information from the selected preschools head teachers, interview was conducted by the researcher using guided interview questions. The interview questions addressed issues such as recruitment, salary, job security, promotion, trainings, working environment and availability of teaching aids. After each session the interview results were coded, recorded and categorized.

### **3.4. Methods of Data Analysis**

The data obtained were analyzed using different methods based on the nature of the data. The raw data from the field were coded, edited, registered and sequenced, interpreted and reported qualitatively and quantitatively. Teacher surveys were used as the dependent variables to measure work and career choice commitment for this study. The item 'I sometimes feel it is a waste of time to try to do my best as a teacher' was used to measure "morale". The item 'If you could go back to your college days and start over again, would you become a teacher or no?' was used to measure 'career commitment'. The item 'How long do you plan to remain in teaching?' was used to measure planned retention.

The independent variables consisted of the following sets: teacher demographics (gender, age); teacher educational level; teacher financial variables (salary, views of salary); class size; and teacher views of the workplace (relation with colleagues and principal).

For this purpose, a short description made on qualitative data, and percentage, and Chi- square were used as statistical tools. In line with this, analysis of the data was made by relating it with the basic questions.

The first basic question raised was to see whether there is a similarity or difference in private and government preschool teachers' commitment towards their work. To answer this question a qualitative and quantitative analysis were made. In this basic question there is a need to measure validity and for this purpose grand (group) mean was used to compare private and government preschool teachers' commitment towards their work using single value. In addition percentage was used to summarize data related to teachers' commitment to their work.

The second basic questions raised was to see the understanding of teachers about commitment to work, in order to answer this question the data related to it was analyzed in both qualitative and quantitative way. The statistical tool used for this question was percentage.

The third basic question raised was to indicate the factors that influence teachers' commitment. For this question rank order mean was used as statistical tool to analyze the order of possible factors that influenced the teachers' commitment towards their job.

The fourth question raised was to see different strategies and practices in management in maximizing the teachers' commitment to their job in private and government preschools in Addis Ababa. To see whether or not there is a variation, percentage and chi square were used as statistical tools and qualitative analysis was also made and percentage was used to summarize the data obtained on strategies and practices which helps to maximize teachers' commitment. Chi square was used to see whether there is a significant difference on strategies and practices of private and government preschools of Addis Ababa.

The qualitative analysis was made on the data obtained through interview analyzed by taking common responses of interviewees on certain fact.

## **Chapter Four**

### **Data Presentation, Interpretation and Analysis**

In this chapter data collected through questionnaire are presented with the help of tables and analysis is made following each table. A qualitative analysis also made for data obtained from interview.

#### **4.1 Characteristics of the respondents**

The study includes 6 preschool head teachers and 64 preschool teachers from 16 selected private and government preschools in Addis Ababa. From 6 preschool principals included in the study, 3(50%) of them were from government preschools and the remaining 3(50%) of them were from private preschools. All of the sampled preschool head teachers and preschool teachers were female. The demographic characteristics of the preschool teacher respondents are summarized in table 2.

**Table 2: Demographic characteristics of the selected preschool teachers**

NO.	Demographic characteristics	Category	No and % of respondents by school type			
			Government		Private	
			No.	%	No.	%
1.	Sex	Male	-	-	-	-
		Female	32	100	32	100
	Age (in years)	20 - 25	27	85	22	70
		26 - 31	2	4	5	15
		32-37	1	2	3	10
		37 - 42	1	2	2	5
		Above 42	1	2	0	0
2.	Teaching experience	1 - 5	19	60	15	44
		5 - 9	9	30	11	35
		10 - 14	2	5	5	15
		15- 19	2	5	1	5
		Above 20	0	0	0	0
3.	Qualification	MA/MSCA	0	0.0%	2	6.2%
		BA	2	6.2%	9	28.1%
		Diploma	4	12.5%	8	25.0%
		Certificate	26	81.2%	13	32.0%
4.	Trained as a pre-school teacher?	Yes	29	90.6%	19	59.4%
		No	3	8.0%	13	40.6%
5.	Monthly income	Less than 500	0	0.0%	2	6.2%
		500 – 1000	19	59.4%	10	31.2%
		1001- 1500	12	37.5%	8	25.0%
		1501 – 2000	1	4.5%	8	25.0%
		Above 2000	0	0.0%	4	12.5%

From table 2 it is possible to see that all (100%) of the respondents from both type of preschools were female. In relation to age, the majority of the respondents were 20-25 (85 % and 70% in government and private, respectively). This tells us that, in selected preschools the majority of the preschool teachers are in the same age group and this may lead to better interaction among teachers. In both types of preschools the respondents who taught from 1-5 years were dominant (60% from government and 44% from private).

As we can see from the table a greater proportion of the preschool teachers (90.6%) from government preschools took trainings as preschool teachers.

A smaller proportion of the teachers (8.0%) did not take trainings as preschool teachers. From private preschools, greater proportion of the preschool teachers (59.4%) took trainings as preschool teachers. A significant proportion of the teachers (40.6%) did not take trainings as preschool teachers. This shows more of the GPT got trainings than the PPT of Addis Ababa. In an interview with one of the head teacher from private preschool mentioned that some preschool centers do not hire preschool teachers without a certificate. Although many of the preschool teachers have certificate and some have first degree in other areas.

Jennett and her colleagues (2003) conducted a study on the benefits of teacher commitment and found that teachers who endorse the underlying philosophy of their teaching approach were more satisfied with the work they were doing and exhibited less burnout. They concluded that exposure to training that elicits an understanding in the theory of a particular teaching approach may serve as a buffer to burnout.

In order to see the relationship between school type and preschool teacher training a chi square test was made.

**Table 3: Chi-Square Tests for teachers' training**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.333 <sup>a</sup>	1	.004
No of Valid Cases	64		

Table 3 shows the school type and preschool teacher training has positive strong correlation.

## **4.2. Preschool teachers' professional identities**

### **4.2.1 Preschool Teachers Attitude towards their Profession**

The attitude of an individual emerges from his/her knowledge and understanding of particular thing or an issue. In addition to this, awareness of an individual on particular phenomena and/or his/her attitude may be influenced by external factors such as social and economic conditions. Thus, such factors are expected to determine his/her attitude for preschool teaching, which further determines preschool teachers' career commitment. Given this , Table 4 summarizes the attitude of the sample preschool teachers towards their profession.

**Table 4: Preschool teachers' attitude towards their profession**

No.	Item	school type	Total no of respondents by school type for									
			Rating									
			Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
			No.	%	No.	%	No	%	No	%	No.	%
1	To be a pre- school teacher is one of my first three career choices	Private	10	31.2	9	28.1	6	18.8	5	15.6	2	6.2
		Government	11	34.4	13	40.5	4	12.5	2	6.2	2	6.2
2	I like teaching in pre - school more than before	Private	16	50.0	9	28.1	5	15.6	0	0.0	2	6.2
		Government	14	43.8	11	34.4	3	9.4	1	3.1%	3	9.4
3	I am willing to teach lifelong in pre-school.	Private	8	25	3	8	1	31	5	15.6	6	18.8
		Government	2	6	13	40	2	6	7	22	8	25
4	My present work condition is convenience to me.	Private	11	34.4	8	25	7	22	3	9.4	3	9.4
		Government	13	40.5	5	15.6	7	22	2	6.2	5	15.6
5	If I could go back to my college days and start over again, I would still choose to be a pre-school teacher	Private	11	34.4	4	12.5	7	21.9	5	15.6	5	15.6
		Government	2	6.2	5	15.6	6	18.8	10	31	9	28

Table 4 presents preschool teachers' attitude towards career commitment as rated by respondents against the 5 items. The rating was made on five point scale representing 5= strongly agree 4= agree 3=neutral 2= disagree 1= strongly disagree. The mean scores are interpreted in such a way that mean score below 3 = indicated a negative attitude or view inversely a mean score value of 3 or greater than 3 indicated a positive attitude.

As indicated on question 1, the majority, 74.9% (34.4% plus 40.5%) of the GPT agreed that being a preschool teacher is one of their first career choices. But a small proportion, 12.4% (6.2% plus 6.2%) of the preschool teachers disagreed with the idea. In the same vein, 59.3% (31.2% plus 28.1%) of the private preschool teachers agreed that being a preschool teacher is one of their first career choices, but a small proportion, 21.8% (15.6% plus 6.2%) of the preschool teachers disagreed the idea. Hence, many of the teachers in the private and government preschools to be a preschool teacher were their first career choice.

On question 2, the majority 78.2 % ( 43.8% plus 34.4%) of the government preschools mentioned that they like teaching in preschool more than before. But a small proportion, 12.5 % ( 3.1% plus 9.4%) teachers disagree with the idea. The majority, 78.1 % ( 50.0% plus 28.1%) of the private preschools also indicated that they like teaching in preschool more than before. But the small proportion 6.2% of the PPT disagree the idea. Therefore, the majority of preschool teachers in the sampled schools centers asserted that they like teaching in preschool more than before. In supporting this idea , one of the private preschool teacher stated as follows :-

“ . . . I've been in teaching for 8 years and up to this point I've never considered any other work, my work is more than any thing for me. I always enjoy teaching children.”

(New Grand preschool; April 24, 2013)

In addition to this, some of the teachers in government preschool propped up the idea by saying

“ . . . look at the kids every morning they come with happy face, they trust you, they believe in you . . . this all makes my day new. I’ve been in teaching for 15 years but still I feel like a new graduate. I really love preschool teaching”

(Meserete Edget preschool; April 23, 2013)

“I don’t know how you could do the job if you didn’t feel that depth of commitment to children, to education, to whatever motivates you . . .”

(Flipper preschool; April 22, 2013)

From the above responses, it is possible to conclude that PPT and GPT of the sampled preschools in Addis Ababa do like preschool teaching more than before.

Regarding question 3, 33% of the private preschool teachers asserted that they are willing to teach lifelong; 34.4 % are not willing to teach lifelong and the rest 32 % remained neutral. In the case of government schools, 46 % of the preschool teachers mentioned that they want to teach lifelong; 47 % don’t wish to teach lifelong and the rest 6 % remained neutral. Thus, the finding showed that almost half of the sampled teachers of both private and public schools are willing to teach lifelong in preschool while the rest half don’t wish to continue lifelong teaching in preschool.

Regarding the convenience of work conditions such as teaching material as addressed by question 4, the majority of the private preschool teachers (59.2%) asserted that work conditions are convenient; while only 18.8 % described that they face inconvenience in the teaching environment. In the case of government schools, the majority 56.2 % agreed that work conditions are convenient; while only 21.8% described work conditions as inconvenient. Thus, it could be concluded that work conditions are more or less convenient both for government and private school teachers.

On question 5, a smaller portion 21.8% ( 6.2% plus 15.6%) of GPT even if they got the chance to change their profession, they didn't want to change their profession. While the majority, 44.3% (18.8% plus 25.5%) of GPT if they got the chance to change their profession , they want to change their profession. On the contrary , the majority, 59%(31 % plus 8 %) of PPT even if they got the chance to change their profession they didn't want to change their profession.

But a small portion, 31.2%(15.6% plus 15.6%) of private preschool teachers if they got the chance to change their profession, they want to change their profession. Based on the above response we can conclude that the majority of GPT wanted to change their profession, on the contrary the majority of the PPT wanted to remain in their profession. This may be the result of wage differentials between private and public preschools where most private schools pay relatively higher wages than government preschools.

## 4.2.2 Preschool teachers' attitude towards their students

**Table 5: Preschool teachers' attitude towards their children**

No	Item	school type	Total no of respondents by school type for									
			Rating									
			Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	I love kids so; I am still trying my best to teach them.	Private	26	81.2	5	15.6	1	3.1	-	-	-	-
		Government	18	56.2	12	37.5	2	6.2	-	-	-	-
2	I am concerned about children learning attitudes and behavior.	Private	29	90.6	3	9.4	-	-	-	-	-	-
		Government	26	81.2	6	18.8	-	-	-	-	-	-
3	Children behavior have weakened my enthusiasm to teach	Private	1	3.1	3	9.4	5	15.6	8	25	15	46.9
		Government	6	18.8	11	34.4	3	9.4	5	15.6	7	21.9

In relation to item 1, almost all of the respondents, 93.7% (56.2% plus 37.5%) of the GPT respond that they love kids, and they try to do their best to teach them but there is no one who disagrees with the idea. The same as the private preschools, almost all of the respondents, 96.8% (81.2% plus 15.6%) of the PPT respond that they love kids, and they try to do their best to teach them but there is no one who disagree with the idea. Therefore, private and government preschools teachers of Addis Ababa believe on helping and teaching their students with a maximum effort. Commitment to teaching comes from caring about the children and caring about the philosophy of education that is what education really means (Day, 2004).

In supporting the idea of teachers one of the private preschool teacher said  
“ . . . I love kids I always tell to myself even if personal life affect (e.g. having a family) I always wanted to be a preschool teacher “

(Beherawi preschool; April 24, 2013)

For item 2, all of the respondents,100%(81.2% plus 18.8%) of the GPT are concerned about children learning attitudes and behavior. In the same vein, all of the respondents, 100%(90.6% plus 9.4%) of the PPT are concerned about children learning attitudes and behavior. This shows all PPT and GPT in Addis Ababa are concerned about children learning attitudes and behavior. Teachers who are committed to student learning show a willingness to devote effort into ensuring such learning, and have high expectations that students will learn (Dannetta, 2002).

Supporting this idea one of the PPT pointed out that:

“ . . . you’ve got the lives of children in your hands and you want to make a difference to them, and good teachers do make a difference; I am concerned about my students learning attitude”

(New Grand Preschool; April 24 2013)

Regarding students behavior as addressed by item 3, small proportion, 12.5%(3.1% plus 9.4%) of the PPT agreed that the children behavior weakened their enthusiasm to teach. In contrast to this a greater proportion, 71.9%(25.0% plus 46.9%) of PPT mentioned the children behavior do not weakened their enthusiasm to teach. In the same vein, the majority, 53.2%(18.8% plus 34.4%)of the GPT agreed that the children behavior weakened their enthusiasm to teach. In contrast to this, a significant proportion 37.9%(15.6% plus 21.9%) of GPT mentioned the students behavior do not weakened their enthusiasm to teach.

In order to see the relationship between school type and the children behavior in affecting preschool teachers’ enthusiasm to teach, a chi square test was made.

The researcher was interested to test the a correlation between school type and the teachers interest to teach their student.

**Table 6: Chi-Square Tests on the teachers' interest to teach their students**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.244 <sup>a</sup>	4	.016
Likelihood Ratio	13.003	4	.011
Linear-by-Linear Association	10.377	1	.001
N of Valid Cases	64		

Based on the information from the above table, we can conclude that there is a positive strong association between school type and the teachers' interest to teach their students.

### 4.3. Preschool organizational conditions

**Table 7 : Relation between Job satisfaction and Career Commitment**

No	Items	School type	Responses category									
			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Teaching in pre-school is too hard and there is no adequate return.	Private	19	59.4	6	18.8	3	9.4	3	9.4	1	3.1
		Government	23	71.9	2	6.2	3	9.4	2	6.2	2	6.2
2	If the preschool does not provide preschool teachers sufficient support, then preschool teachers will be committed in implementing school policy.	Private	22	68.8	1	3.1	5	15.6	2	6.2	2	6.2
		Government	13	40.6	10	31.2	3	9.4	4	12.5	2	6.2
3	If there is a better paid job, I won't teach any more.	Private	12	37.5	1	3.1	9	28.1	4	12.5	6	18.8
		Government	17	53.1	1	3.1	5	15.6	6	18.8	3	9.4
4	I am frustrated, with no sense of achievement in preschool teaching.	Private	2	6.2	5	15.6	7	21.9	8	25.0	10	31.2
		Government	3	9.4	6	18.8	12	37.5	3	9.4	8	25.0

As can be seen from table 4, a significant proportion, 78.2 %( 59.4% plus 18.8%) of PPT and 78.1%(71.9% plus 6.2%) of GPT replied that there is a very high work load with no adequate return. But a smaller proportion of the preschool teachers,12.5 %(9.4% plus 3.1%) of PPT and 12.4%(6.2% plus 6.2%) of GPT disagree the idea. Thus, from the response of the preschool teachers it is possible to conclude that the preschool teachers work load on both private and government preschools is high with no adequate return.

In the interview conducted with private preschool head teacher:

“When I’m exhausted I know that I have a bad day and not giving my best. I know that I need to take a bit of space . . . and I couldn’t give much . . .”

( New Grand preschool; April 22,2013)

“I find that increasingly difficult . . . I got tired of teaching because of the work load . . . and I feel that my quality of teaching has deteriorated . . .”

(kidun preschool; April 22, 2013)

And another head teacher from government preschool similarly, claimed:

“I know I have very high standard of myself and that can inevitably lead to frustration when the pressure on your time makes you do things in a less reasoned and thought out way . . .”

( Beherawi preschool; April 24,2013)

Thus, from the respondents we can conclude that the work load on the preschool teachers made them not to be committed on their career , the work load lead the preschool teachers to do things without interest with minimum moral.

Item 2, indicated that the majority, (68.8% and 54.7%)of teachers from both type of preschools agreed on the existence of sufficient support from the school

in order to enhance the preschool teachers career commitment. Almost an equal proportion of the preschool teachers, (65.6% and 62.5%) from both preschools believe that seeing the preschool teachers' attitudes and performance in teaching have enhanced their commitment to teach.

Regards to item 3, 40.6%(37.5% plus 3.1%) of the PPT responded if there is a better paid job, they won't teach any more, 28% of the PPT are not decided, and 31.3%( 12.5% plus 18.8%) of the PPT even if there is a better paid job, they do not plan to stop teaching. On the other hand, 58.2%(53.1% plus 3.1%) of the GPT if there is a better paid job, they won't teach any more, 15.6 % of the GPT were not decided, and 28.2%( 18.8% plus 9.4%) of the GPT even if there is a better paid job, they do not plan to stop teaching. Thus, from the response of the PPT and GPT we can conclude that most of the preschool teachers in the sampled preschool centers if they got a better paid job, they won't teach any more. In fact in a study carried out by Goodlad (1984), it was shown that teachers whose entry into the profession was for economic reasons could not be neither satisfied nor committed to their career.

On item 4, a smaller proportion, 21.8% of the PPT are frustrated, with no sense of achievement in preschool teaching, but the bigger proportion 56.2% of the PPT disagree the idea. In the same item, 28.2% of the GPT are frustrated, with no sense of achievement in preschool teaching, but significant proportion, 34.4 % of the GPT disagree the idea. Thus, from the response of the respondents we can conclude that half of the preschool teachers in the sampled preschool centers are frustrated, with no sense of achievement in preschool teaching.

#### **4.4 Factors affecting preschool teachers career commitment**

The results in the following table showed that factors influencing the preschool teachers' career commitment.

#### 4.4.1 Job Elements

**Table 8: The Teachers response on the existence of the opportunities that the job give to the teachers**

No.	Items	School type	Responses category									
			Strongly Encourage me		Slightly Encourage me		Neither encourage nor discourage me		Slightly discourage me		Strongly discourage me	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Having a chance to be innovative and creative	Private	19	59.4	11	34.4	0	0.0	1	3.1	1	3.1
		Government	21	65.6	5	15.6	3	9.4	2	6.2	1	3.1
2	The chance my job gives me to participate in making decision	Private	-	-	3	9.4	2	6.2	9	28.1	18	56.2
		Government	22	68.8	4	12.5	3	9.4	3	9.4	-	-
3	The opportunity my job gives me to serve my country and contribute to its development.	Private	18	56.2	9	28.1	2	6.2	3	9.4		
		Government	24	75.0	2	6.2	6	18.8	-	-	-	-

As can be seen from table 8, almost all of the PPT, which is 93.8 % (59.4% plus 34.4%), replied a chance their job give for the teachers to be innovative and creative was encouraging. But a smaller proportion, 6.2 % (3.1% plus 3.1%) disagree the idea. In a similar way, a majority 81.2 % (65.6% plus 15.6%)

of the GPT, replied a chance given to the teachers to be innovative and creative was encouraging. But a small proportion 9.3 % ( 6.2% plus 3.1%) disagree the idea. Based on the above information, we can conclude that almost all of the PPT and GPT of the sampled preschools in Addis Ababa have a chance to be innovative and creative, this encouraged them to be committed to their career.

In regards to item 2, the majority, 84.3% of the PPT replies that there is no chance given to the teachers to participate in decision making, and it discouraged them. But a smaller proportion, 9.4 % of the PPT disagree the idea. In contrast to this , a majority 81.3 % of the GPT, replies that a chance their job give to the teachers to participate in decision making, encouraged them but a smaller proportion, 9.4 % of the GPT disagree the idea. Hence, in most of the PPT of the sampled private preschools in Addis Ababa do not get a chance to participate in decision making.

On item 3, the majority, (84.3% and 91. 2%) of the PPT and GPT mentioned that their job gives them the opportunity to serve my country and contribute to its development. From the above responses, it is possible to conclude that that all most all of the PPT and GPT of the sampled preschools in Addis Ababa believe that being a teacher is a good opportunity to serve their country and to contribute to its development; this encouraged them to be committed to their career.

## 4.4.2 Human relations

### 4.4.2.1 Human relations among Preschool community

**Table 9 : Teachers response on human relation in their school**

No	Items	School type	Responses category									
			Strongly Encourage me		Slightly Encourage me		Neither encourage nor discourage me		Slightly discourage me		Strongly discourage me	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Personal relation between me and my principal	Private	11	34.4	12	37.5	7	21.9	1	3.1	1	3.1
		Government	24	75.0	2	6.2	6	18.8	-	-	-	-
2	The personal (friendly) relation and cooperation between me and my fellow pre – school teachers.	Private	18	56.2	9	28.1	2	6.2	3	9.4	-	-
		Government	16	50.0	8	25.0	6	18.8	2	6.2	-	-
3	The preschool teachers' attitudes and performance in teaching have enhanced my commitment to teach	Private	21	65.6	6	18.8	4	12.5	0	0.0	1	3.1
		Government	20	62.5	8	25.0	2	6.2	1	3.1	1	3.1
4	The appreciation displayed by the school/principal made me work harder.	Private	16	50.0	6	18.8	8	25.0	1	3.1	1	3.1
		Government	19	59.4	5	15.6	6	18.8	1	3.1	1	3.1

As can be seen from table 9, the majority,( 71.9% and 81.2%) of the PPT and GPT mentioned that good relation with their principal is encouraging to be committed to the teaching profession. Based on their response, we can conclude that most of the PPT and GPT of the sampled preschools in Addis Ababa have a good relation with their principal.

On item 2, the majority, 84.3% of the PPT and 75% of the GPT mentioned that good relation and cooperation between preschool teachers encouraged them to be committed to their career. Hence, most of the PPT and GPT of the sampled preschools in Addis Ababa have a good relation and cooperation between them selves, this encouraged them to be committed their job.

In terms of item 3, (84.4% and 87.5%) of the PPT and GPT responded that the preschool teachers' attitudes and performance in teaching have enhanced their commitment to teach

In order to see the relationship between Preschool type and the relationship between preschool teachers and their principals chi square test made.

**Table 10: Chi-Square Tests on the relationship between preschool teachers and their principals**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.606	3	.009
Likelihood Ratio	12.700	3	.005
Linear-by-Linear Association	8.923	1	.003
N of Valid Cases	64		

Based on the statistics from the above table10, we can give the following conclusion. Preschool type and the relationship between preschool teachers and their principals have a significant positive association.

On item 4, the majority, 68.8% (50.0% plus 18.8%) of the PPT agreed on the appreciation displayed by the school principal made them work harder. But a significant proportion, 25% of the PPT respond the appreciation displayed by the school principal do not affect them in neither in appositive way nor in a negative way. The smaller proportion, 6.2%(3.1% plus 3.1%) of the PPT respond the appreciation displayed by the school principal do not made them work hard.

In the same item, the majority, 75% (59.4% plus 15.6%) of the GPT agreed on the appreciation displayed by the school principal made them work harder. But 18% of the GPT respond the appreciation displayed by the school principal do not affect them in neither in appositive way nor in a negative way. The smaller proportion, 6.2%(3.1% plus 3.1%) of the GPT respond the appreciation displayed by the school principal do not made them work hard. Thus, from the response of the preschool teachers in the sample centers, we can conclude that the appreciation displayed by the principals encourage the preschool teachers in both private and government centers of Addis Ababa made them work hard. In addition to this idea one of the PPT says:

“I work in a good management team. They acknowledge my level of commitment . . . they understand that I work hardly they support me”

(kidun preschool; April 22, 2013)

#### 4.4.2.2 Human relations in the society

**Table 11: Teachers response on the existence or absence of the respect and acceptance in the society**

No.	Items	School type	Responses category									
			Strongly Encourage me		Slightly Encourage me		Neither encourage nor discourage me		Slightly discourage me		Strongly discourage me	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	My social status as a preschool teacher (the respect and acceptance) I am getting in the community	Private	15	46.9	7	21.9	5	15.6	2	6.2	3	9.4
		Government	15	46.9	4	12.5	6	18.8	2	6.2	5	15.6

Based on Table11, most of the preschool teachers in both centers mentioned that the respect and the acceptance that they get in the society highly encourage them to work hard.

### 4.4.3. Number of students per class

**Table 12: The agreement of preschool teachers towards the number of students per class**

No	Items	School type	Responses category									
			Strongly encourage me		Slightly encourage me		Neither encourage nor discourage me		Slightly discourage me		Strongly discourage me	
			No	%	No	%	No	%	No	%	No.	%
1	Number of students in each class	Private	8	25.0	4	12.5	15	46.	3	9.	2	6.2
		Government	4	12.5	4	12.5	8	25.0	3	9.4	13	40.6

As the table12 showed, 37.5% of the PPT responded that the number of students per class encouraged them but the majority, 46.9% of the PPT respond that the number of students per class neither discourage nor encouraged them and the smaller proportion, 15.6% of the PPT respond number of students per class discourage them. In contrast, the majority, 50.0% of the GPT respond number of students per class discouraged them and 25.0% of the GPT respond that the number of students per class neither discourage nor encouraged them and the smaller proportion, 25.0% of the GPT respond number of students per class discourage them. Thus, we can conclude that the number of students per class discourage the GPT in the sampled preschools.

### 4.4.3 Salary

With respect to payment, people want many things such as fairness (in comparison to what others are getting), adequate amount of money to meet expenses, this table shows the teachers perception towards their salary.

**Table 13: Teachers response about their salary and career commitment**

No.	Items	School type	Responses category									
			Strongly Encourage me		Slightly Encourage me		Neither encourage nor discourage me		Slightly discourage me		Strongly discourage me	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	The amount of my present salary as compared to my expectation.	Private	-	-	-	-	3	9.4	14	43.7	15	46.9
		Government	-	-	4	12.5	-	-	12	37.5	16	50.0
2	The amount of my present salary as compared to the salary of other person with equivalent level of education and years of service as myself, but working in other organizations.	Private	-	-	-	-	6	18.8	13	40.6	13	40.6
		Government	-	-	-	-	4	12.5	16	50.5	12	30

In terms of table 13, (90.6% and 87.5%) of the PPT and GPT respond that the amount of their salary is discouraging them. thus, the amount of salary paid for both centers of preschool teachers is not encouraging. As found by Coladarci (1992), the most frequently reported reason for leaving the profession was low salary and working conditions.

On item 2, the bigger proportion of teachers (81.2 % of PPT and 80.5 % of GPT) are discouraged when they compare their salary to another person with

equivalent level of education and work experience, but working in another organization. Thus, from the response of the PPT and GPT we can conclude that most of the preschool teachers in the sampled preschool centers are discouraged when they compare their salary to another person with equivalent level of education and work experience.

To analyze the open ended question the researcher gave a rank for the practices and strategies that needs to improve teachers' career commitment level mentioned by the preschool teachers, salary , teaching aids, trainings, positive relation ship in the school community, work load and number of students per class. These are the practices and strategies that needs to improve teachers' career commitment level as a whole in private and government preschools.

In relation to the above factors which are ranked by teachers, the interviewed head teachers from both preschool centers were asked to list some problems related to the practices and strategies that improve teachers' career commitment level.

Some of these problems are :-

- Low salary required to carry out the personal needs
- Building positive social relationship with the school community
- Minimize work load by hiring additional staff
- Facilitating Training and up grading opportunities
- Providing sufficient teaching material

In addition to the above problems, number of students per class was mentioned by government preschool head teachers as a problem needs to be improved.

# Chapter Five

## Summary, Conclusions and Recommendations

### 5.1. Summary

On the basis of the analysis made on the data obtained from preschool teachers and preschool head teachers, summary of the findings of the study are presented as follows.

Regarding the demographic characteristics of the teachers,

- It was found out that all of the sampled preschools teachers were females in both the government and private schools.
- The majority of the respondents were with the age group 20-25,
- In both types of preschools most respondents have 1-5years teaching experience in preschool teaching.
- A greater proportion of the preschool teachers from government preschools took trainings as a preschool teacher. However, in the case private preschools, a significant proportion of the teachers did not take the trainings as a preschool teacher. This shows more of the GPT got trainings than the PPT of Addis Ababa.

Regarding the professional identities of the preschool teachers, the finding revealed the following.

- The majority of teachers of the sampled private and government preschools in Addis Ababa responded that “To be a preschool teacher” was their first career choice.

- It was also found out that the majority of preschool teachers in the sampled government and private schools asserted that they like teaching in preschool more than before.
- An equal proportion of the sampled teachers of both private and public schools are willing to teach lifelong in preschool while the rest half don't wish to continue lifelong teaching in preschool.
- The majority of GPT wanted to change their profession, on the contrary, the majority of the PPT wanted to remain in their profession. This may be the result of wage differentials between private and public preschools where most private schools pay relatively higher wages than government preschools.

Regarding Preschool teachers' attitude towards their students, the findings revealed the following.

- Almost all of the respondents in both private and public schools asserted that they love kids, and they try to do their best to teach them.
- All the GPT and PPT asserted that they are concerned about students' learning attitudes and behavior.
- The majority of the government preschool teachers mentioned that students' behavior have weakened their enthusiasm. On the contrary, only a smaller portion of the private preschool teachers stated that students' behavior has weakened their enthusiasm.

Regarding preschool characteristics and organizational conditions;

- Preschool teachers' work load on both private and government preschool is high with no adequate return.

- The majority of teachers from both type of preschools agreed on the existence of sufficient support from the school in order to enhance the preschool teachers' career commitment.
- Most of the preschool teachers of both private and public schools have mentioned that if they got a better paid job, they won't teach any more.
- Relatively speaking , government preschool teachers are a bit frustrated , with no sense of achievement as opposed to the private preschool teachers

Regarding the factors affecting preschool teachers' career commitment; the study found out the following:-

- All most all of the preschool teachers, both in private and public schools, have a chance to be innovative and creative and this has encouraged them to be committed to their career.
- In private preschools of Addis Ababa, there is no preschool teachers' participation in decision making as opposed to the government preschool teachers (who highly participate in decision making)
- The majority of both the PPT and GPT mentioned that their job gives them the opportunity to serve their country and contribute to its development.

Regarding human relations,

- Both PPT and GPT mentioned that existence of good human relation among the school community highly motivates them and their career.
- The appreciation displayed by the principals encourages both private and government preschool teachers and makes them work hard

- Most of the preschool teachers in both centers mentioned that the respect and the acceptance that they get in the community highly encourage them to work hard

Regarding the number of students per class;

- As opposed to the private preschool teachers, the number of students per class discourages government preschool teachers.

Regarding salary;

- the amount of salary paid for both private and government of preschool teachers is not encouraging
- the majority of teachers are discouraged when they compare their salary to the other person with equivalent level of education and work experience, but working in other organizations

## 5.2. Conclusions

Based on the basic research questions and in line with the research findings the following conclusion was drawn.

Generally, both PPT and GPT of Addis Ababa have a positive attitude towards their career. The following similarities have been noted.

- The majority of teachers of the sampled private and government preschools in Addis Ababa responded that “To be a preschool teacher” was their first career choice.
- Almost all of the preschool teachers in both private and public schools asserted that they love kids, and they try to do their best to teach them.
- All the GPT and PPT asserted that they are concerned about students' learning attitudes and behavior.
- An equal proportion of the sampled teachers of both private and public schools are willing to teach lifelong in preschool
- Work conditions are more or less convenient for both government and private school teachers.

According to this study, there are some differences between private and government preschool teachers of Addis Ababa towards their career commitment.

The Differences were the following:-

- The majority of GPT wanted to change their profession, on the contrary, the majority of the PPT wanted to remain in their profession.
- The majority of the government preschool teachers mentioned that students' behavior have weakened their enthusiasm. On the contrary, only a smaller portion of the private preschool teachers stated that students' behavior has weakened their enthusiasm.

- In private preschools of Addis Ababa, there is no preschool teachers' participation in decision making as opposed to the government preschool teachers (who highly participate in decision making)
- As opposed to the private preschool teachers, the number of students per class discourages government preschool teachers.
- Relatively speaking, government preschool teachers are a bit frustrated, with no sense of achievement as opposed to the private preschool teachers.

Factors which influence the preschool teachers' career commitment in private and government preschools of Addis Ababa are identical. From these factors the most influential ones are mainly related to high work load and salary scale of both government and private schools, which make them not to be committed on their career/low morale.

### 5.3. Recommendations

Based on the findings, the study forwards the following recommendations for improving preschool teachers' career and commitment

- **Adequate Preschool Training:** - adequate trainings that improve teaching methodology, classroom management and instructional skills ...etc should be provided. The management of preschool should give due emphasis to preschool training during screening and hiring preschool teachers. In addition to this, public investment on preschool teacher training centers is highly mandatory as it serves as a conduit for producing qualified preschool teachers at the national level.
- **Upgrading and revising the salary scale:**- The salary scale for preschool teachers, especially for government preschools teachers has to be revised and upgraded as this will not only build their moral/reduce their frustration/but also reduce job turnovers.
- **Reducing workload:** - balancing the work load of both private and government preschool teachers is mandatory as it helps them to teach productively and also enhance their motivation.
- **Standardizing the number of students per class:**-limiting the number of students per class, especially in government preschools is important so that the preschool teacher effectively manages and follows up his/her students. This may call for public investment aimed at increasing the number of class rooms per each government preschool.
- **Setting code of Conduct for students:**- This is highly important , especially in the case of government preschool, as it sets the mechanism for shaping the behavior of students so that they effectively participate in

the teaching-learning process. Such approach allows for disciplinary measures to be taken on students that behave badly.

- **Fostering a culture of good human relations:** - this is found to be highly motivating to preschool teachers as it encourages them to work hard. This calls for encouraging parent teacher association as well as organizing different outreach activities and extra curricular events (such as students clubs headed by teachers) aimed at fostering good relationship among the school community i.e. students, teachers and top management/principals. At this point , it has to be noted that strong parent to teachers associations will also have an impact on enhancing teachers' decision making in the case of private schools.

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## **Appendix I**

Questionnaire

Addis Ababa University

School of Graduate Studies

Institution of Educational Research

The purpose of this study is to compare the pre- school teachers' career commitment in private and Government centers and to make an in-depth analysis of the major factors that affect the pre- schools teachers' career commitment. In addition to this the study intends to show the pre-school teachers level of commitment and indicate the ways to improve it.

You are kindly requested to respond to every item in the questionnaire. Your correct and complete response to this questionnaire will have a great effect on the success of the study.

**N.B :** No need to write your name

**Thank you in advance for your cooperation**

### ***Part – I***

Please respond to the following items by writing short and brief answer to open-ended question and circling the letter of your choice.

1. Name of the pre-school \_\_\_\_\_

2. Sex

A. Female      B. Male

3. Age

A. 20- 25      B. 26-30      C. 31-37      D. 38-45      E. above 45

4. Education qualification

A. MA/MCA      B. BA      C. Diploma      D. Certificate      E. Other

5.Total service year as a preschool teacher

A.1-2      B. 3-5      C.6-10      D. 11-15      E. above 15

6. Service year in this pre- school

A.1-2      B. 3-5      C.6-10      D. 11-15      E. above 15

7. Were you trained as a pre-school teacher?

A. Yes      B. No

8. If you were trained as a pre- school teacher was it because you were interested in preschool teaching?

A. Yes      B. No

9. Academic Rank

A. Main teacher      B. Assistant teacher

10. Monthly income in birr

A. less than 500      B. 500 – 1000      C. 1001 – 1500      D. 1501 – 2000  
E. above 2000

**Part - II**

Please indicate your opinion about the job elements on the table below by drilling (√) against the scale of measurement.

<b>No.</b>	<b>Job Elements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	To be a pre- school teacher is one of my first three career choices					
2	I like teaching in pre - school more than before					
3	I love kids so; I am still trying my best to teach them.					
4	I found pre- school teaching a very interesting task, full of passion					
5	I am concerned about students' learning attitudes and behavior.					
6	I give priority for my work rather than other things.					
7	I am willing to teach lifelong in pre- school.					
8	If I am going to choose again, I still choose to be a pre-school teacher					

- If there are factors other than the above mentioned, please write them in the following space provided.

1.

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2.

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3.

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4.

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**Part - III**

From your own perspective, how do you rate the following questions in regards to the pre -school teachers' career commitment level. Please put a check mark (√) against the scale of measurement.

No.	Pre - school Teachers' perception	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teaching in pre- school is too hard and there is no adequate return.					
2	If the pre- school does not provide pre- school teachers sufficient support, then pre- school teachers need not be committed in implementing school policy.					
3	The pre- school teachers' attitudes and performance in teaching have enhanced my commitment to teach					
4	Students' behavior have weakened my enthusiasm to teach					
5	The teaching workload is too much for me and I want to give up teaching.					
6	Parents' attitudes and unreasonable demands made me feel frustrated					
7	I value more about my students' acceptance of my teaching than the principal's acceptance					
8	The appreciation displayed by the school/principal made me work harder.					
9	If there is a better paid job, I won't teach any more.					
10	I am frustrated, with no sense of achievement in pre- school teaching.					

- If there are factors other than the above mentioned, please write them in the following space provided.

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**Part - IV**

Considering the experience as a preschool teacher which of the following factors in your working condition and personal life, encouraged you to be committed to your job or discouraged you not to be committed to your job; or neither encouraged nor discouraged you to be committed to your job. Indicate your response by writing (√) against the scale of measurement.

No.	Factors	Strongly Encourage me	Slightly Encourage me	Neither encourage nor discourage me	Slightly Discourage me	Strongly Discourage me
1	Having the chance to be innovative and creative.					
2	My social status as a preschool teacher (the respect and acceptance) I am getting in the community.					
3	The chance my job gives					

	me to participate in making decision.					
4	The amount of my present salary as compared to my expectation.					
5	The amount of my present salary as compared to the salary of other person with equivalent level of education and years of service as myself, but working in other organizations.					
6	Personal relation between me and my principal					
7	The personal (friendly) relation and cooperation between me and my fellow pre – school teachers.					
8	My present work condition is convenience to me.					
9	Number of students in each class.					
10	The opportunity my job gives me to serve my country and contribute to its development.					

- If there are factors other than the above mentioned, please write them in the following space provided.

1

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2

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- In your opinion, what are the practices and strategies that needs to be improve in order to maximize the pre- schools teachers' career commitment level?

1.

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2.

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3.

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4.

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